DOCUMENT RESUME

ED 463 507 CG 031 676

TITLE	Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component. A Center Quick Training Aid.
INSTITUTION	California Univ., Los Angeles. Center for Mental Health in Schools.
SPONS AGENCY	Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE	2002-03-00
NOTE	96p.
CONTRACT	U93-MC-00175
AVAILABLE FROM	School Mental Health Project, Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563. Tel: 310-825-3634; Fax: 310-206-8716; e-mail: smhp@ucla.edu. For full text: http://smhp.psych.ucla.edu.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Comprehensive School Health Education; *Curriculum Development; *Educational Resources; Elementary Secondary Education; *Mental Health Programs; Outcomes of Education; *Policy Formation; School Role

ABSTRACT

To reach academic goals such as reducing the achievement gap and leaving no child behind, schools must include a focus on addressing barriers to student learning to ensure all children have an equal opportunity to succeed at school. Such a focus requires a high-level policy commitment to establishing an "enabling component." Operationalizing an enabling component requires formulating a framework of basic program areas and then creating an infrastructure to restructure and enhance existing resources. This quick training aid presents a brief set of resources to guide those providing an in-service training session on establishing an enabling component. The packet contains a brief introduction to the topic with key talking points, fact sheets and practice notes, tools and handouts, continuing education modules, and a directory of additional resources. (GCP)

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Mental Health in Schools
Center
Training and Technical Assistance

A Center Quick Training Aid ....

Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component

March, 2002

The center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634.

Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health, with co-funding from the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services.

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CMHS
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Quick Training Aids

Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids.*

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial and group discussion.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know *so that we can make improvements.*

This set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at http://smhp.psych.ucla.edu – go to Quick Find and scroll down in the list of "Center Responses" to *Enabling Component.* Besides this Quick Training Aid, you also will find a wealth of other resources on this topic.

The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

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Guide for Suggested Talking Points

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A. Present main points from: Introduction to a component for addressing barriers to student learning - Center for Mental Health in Schools at UCLA 6

> Emphasize: To reach academic goals such as reducing the achievement gap and leaving no child behind, schools must include a focus on addressing barriers to students learning to ensure all youngsters have an equal opportunity to succeed at school. Such a focus requires a high level policy commitment to establishing an "enabling component."

B. An Integrated Framework for Addressing Barriers to Learning and Enhancing Healthy Development at a School Site: A Six Area Curriculum - (Center for Mental Health in Schools at UCLA) 19

> Emphasize: Operationalizing an enabling component requires
>
> (a) formulating a delimited framework of basic program areas and then
>
> (b) creating an infrastructure to restructure and enhance existing resources The 6 area curriculum consists of:

- Classroom-Focused Enabling
- Crisis/Emergency Assistance & Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach/Volunteers
- Student & Family Assistance

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> Note: They did not like it (51%), Were failing (40%), Could not get along with teachers (35%), Could not keep up with schoolwork (31%)

B. "Costs" related to lack of success in schools (Source: "Paying Now or Paying Later," Center for Effective Collaboration and Practice.) http://cecp.air.org/resources/schfail/paying.html 27

> Note: When students don't succeed in school the costs to them and to society are enormous; a cost effective solution is to address barriers to learning in a comprehensive, multifaceted and integrated way.

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Provides a quick overview of each area to clarify the nature and scope of activity.

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A. Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base. (Center Newsletter: Addressing Barriers to Learning Fall 2000) 33

This brief presentation shares an analysis organized around the six area curriculum for an Enabling Component. It reviews an extensive body of research on supportive programs and services that address barriers to learning and promote healthy development and indicates the value of a comprehensive, multifaceted, and integrated approach for improving readiness for school and improving achievement.

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Each of the following includes a brief introduction and a set of activities:

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(*From: *Addressing Barriers to Learning A Set of Surveys to Map What a School Has and What It Needs* – Center for Mental Health in Schools at UCLA)

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See the following *Training Tutorials* (which are self directed opportunities for in-depth learning and a guide for training others – http://smhp.psych.ucla.edu).

- Classroom Changes to Enhance & Re-engage Students in Learning
- Crisis Assistance and Prevention: Reducing Barriers to Learning
- Support for Transitions to Address Barriers to Learning
- Home Involvement in Schooling
- Community Outreach: School-Community Resources to Address Barriers to Learning
- Students & Family Assistance Programs and Services to Address Barriers to Learning
- Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning

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A. **Barriers to Learning and Development**

While some students are able to profit from the improvements in instruction, many hit barriers; here are examples of external and internal barriers.

B. **School Reform: What's Missing?**

Figure highlights that something is missing when the reform focus is only on instructional changes and management

C. **Talk About Fragmented?**

Two figures highlighting that most schools address barriers with small, separate programs that are created in an ad hoc, piecemeal, and fragmented manner and that are marginalized in school policy and practice (i.e., carried out on the margins at schools and in school districts)

D. **Moving to a Three Component Model**

Figure illustrates the three component model of school reform with its component for addressing barriers to development and learning (to enable all students to have an equal opportunity to succeed at school).

E. **An Enabling Component to Address Barriers to Learning and Enhance Healthy Development**

Figure underscores the role of the Enabling Component in addressing barriers by providing programs in six areas.

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Note: Documents in PDF format (identified with a 📄) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe.

I. Brief Overview

Introduction to a component for Addressing Barriers to Student Learning

An Integrated Framework for Addressing Barriers to Learning and Enhancing Healthy Development at a School Site: A Six Area Curriculum

Mental Health in Schools
Center
Training and Technical Assistance
UCLA

A Center Brief . . .

Introduction to a component for

Addressing Barriers to Student Learning

June, 2001

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

Current School Reforms and Addressing Barriers to Student Learning

It is easy to say that schools must ensure that *all* students succeed. If all students came ready and able to profit from "high standards"curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires more than higher standards and greater accountability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching.

As long as school reforms fail to address such barriers in comprehensive and multifaceted ways, especially in schools where large proportions of students are not doing well,

> *it will remain a myth to think that achievement test score averages can be meaningfully raised by focusing mainly on curriculum and instructional concerns and classroom management techniques.*

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. As a result, some youngsters at every grade level come to school unready to meet the setting's demands effectively.

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Youngsters' problems are exacerbated as they internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students manifest forms of behavior, learning, and emotional problems. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education assignment.

In some schools and classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the team only has reviewed a small percentage of those on the list. *And, no matter how many are reviewed, there always are more referrals than can be served.*

One solution might be to convince policy makers to fund more services. However, even if the policy climate favored expanding public services, more health and social services alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the number of students teachers refer for special assistance.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs (see Figure 1).

Figure 1.

Needed: A Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning and Promoting Healthy Development

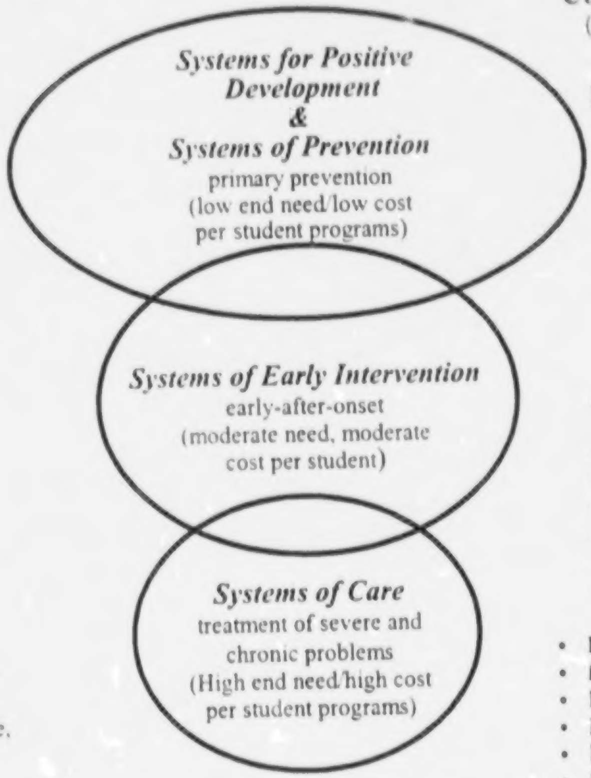
School **Resources**
(facilities, stakeholders,
programs, services)

Examples:

- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments


Systems for Positive Development
&
Systems of Prevention
primary prevention
(low end need/low cost
per student programs)
Systems of Early Intervention
early-after-onset
(moderate need, moderate
cost per student)
Systems of Care
treatment of severe and
chronic problems
(High end need/high cost
per student programs)

Community **Resources**
(facilities, stakeholders,
programs, services)

Examples:

- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

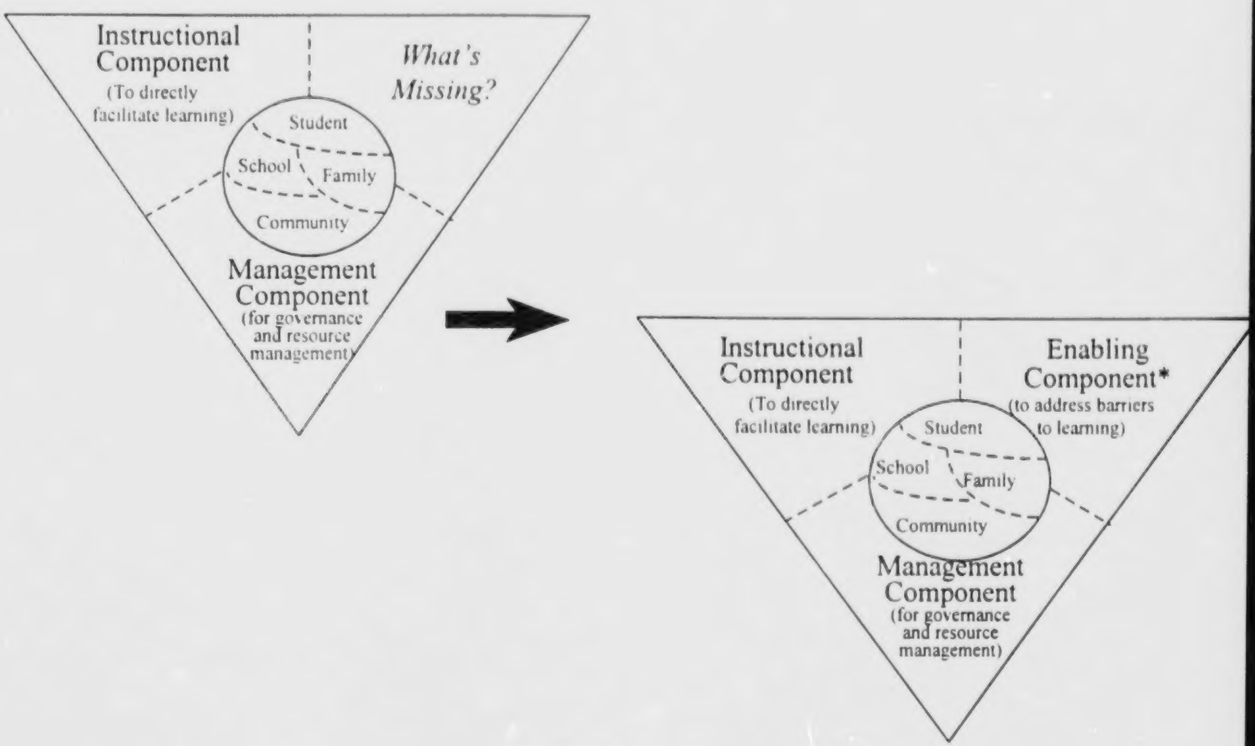
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

Such a continuum must be *comprehensive, multifaceted,* and *integrated* and woven into three overlapping systems: systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems.

Moving to a 3 Component Model for School Reform

With the full continuum in mind, pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. Such work points to the need to expand prevailing thinking about school reform. That is, it underscores that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately (see Figure 2).

Figure 2. Moving from a two to a three component model for reform and restructuring



Instructional Component
(To directly facilitate learning)
What's Missing?
Student
School
Family
Community
Management Component
(for governance and resource management)
Instructional Component
(To directly facilitate learning)
Enabling Component*
(to address barriers to learning)
Student
School
Family
Community
Management Component
(for governance and resource management)

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

A three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform.

We call this third component an *Enabling Component.*

Enabling is defined as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to."

The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity *is essential* in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Thus, to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way. All three components are seen as essential, complementary, and overlapping.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support System."

A Framework for an Enabling Component at a School Site

By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of psychosocial factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a *comprehensive* component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity used to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3).

As can be seen in Figure 3, the six areas are concerned with:

(1) enhancing the classroom teacher's capacity to address problems and foster social, emotional, intellectual and behavioral development,

(2) enhancing the capacity of schools to handle the many transition concerns confronting students and their families,

(3) responding to, minimizing impact, and preventing crises,

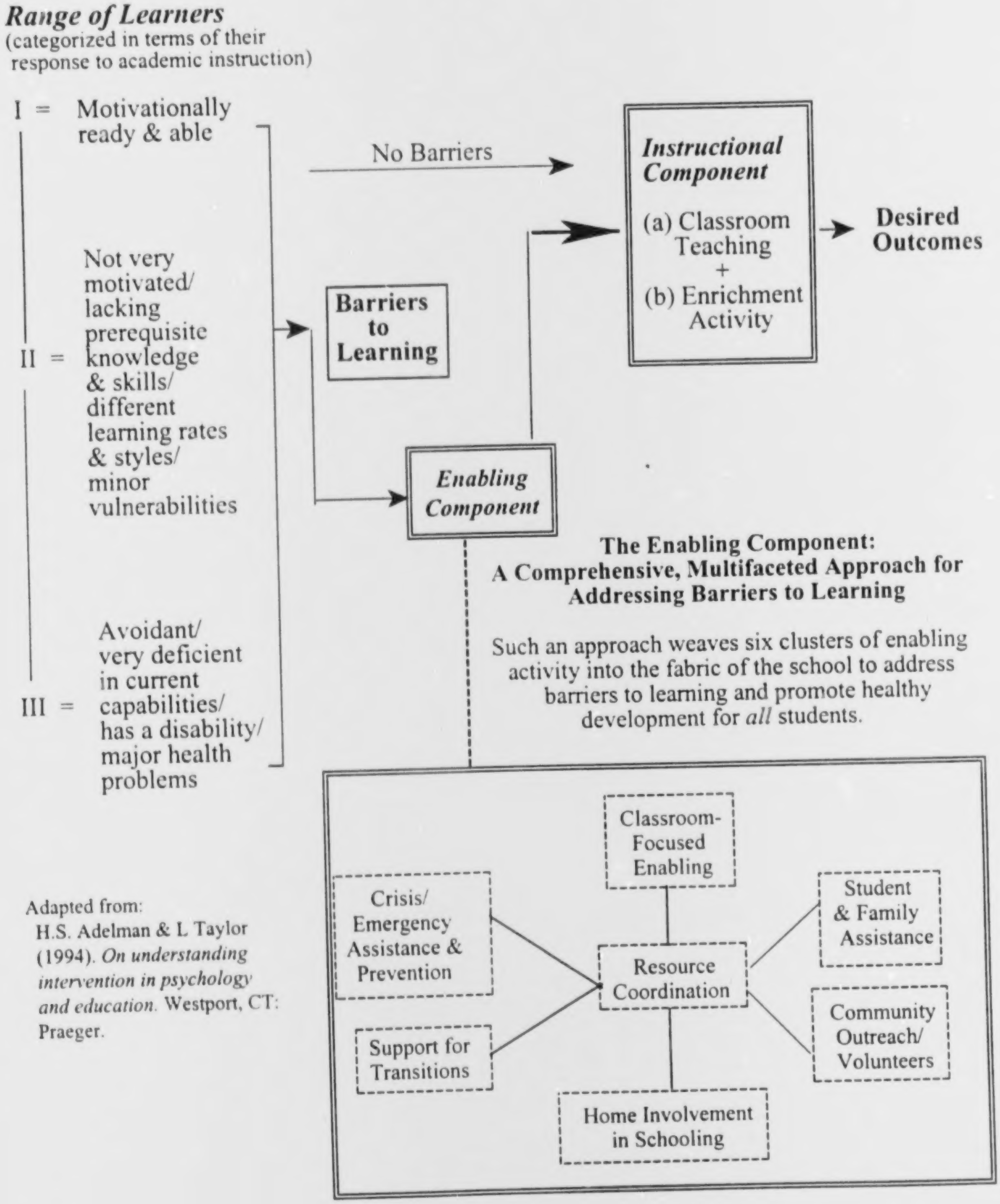
(4) enhancing home involvement,

(5) outreaching to the surrounding community to build linkages, and

(6) providing special assistance for students and families.

Each of these are briefly highlighted in Table 1.

Figure 3. An enabling component to address barriers to learning and enhance healthy development at a school site.



Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Enabling Component
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

The Enabling Component: A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Adapted from:
H.S. Adelman & L Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger.

Table 1

"Curriculum" Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Table 1 (cont). **"Curriculum" Areas for an Enabling Component**

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Unfortunatately, most school reformers seem unaware that if all students are to benefit from higher standards and improved instruction, schools must play a major role in developing such programs and systems. It is time for reform advocates to expand their emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning, and they must pursue this third component with the same priority they devote to the other two.

Some References

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Besides the above published articles, the Center has many documents designed to facilitate development of a component for addressing barriers to student learning. These include:

- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*
- *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*
- *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
- *Getting from Here to There: A Guidebook for the Enabling Component*
- *A Guide to the Enabling Component (one of the New American School Models)*
- *School-Community Partnerships: A Guide*
- *Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*
- *Pioneer Initiatives to Reform Education Support Programs*

- *Organization Facilitators: A Change Agent for Systemic School and Community Changes*
- *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
- *New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*
- *Framing New Directions for School Counselors, Psychologists, & Social Workers*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (an inservice curriculum)*
- *Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*

In addition, the Center has a variety of packets covering related matters. For example:

- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
- *Volunteers to Help Teachers and School Address Barriers to Learning*
- *After-School Programs and Addressing Barriers to Learning*
- *Behavioral Initiatives in Broad Perspective*
- *Protective Factors (Resiliency)*
- *Using Technology to Address Barriers to Learning*
- *Dropout Prevention*
- *Learning Problems and Learning Disabilities*
- *Attention Problems: Intervention and Resources*
- *Conduct and Behavior Problems in School Aged Youth*
- *Assessing to Address Barriers to Learning*
- *Cultural Concerns in Addressing Barriers to Learning*
- *Early Development and Learning from the Perspective of Addressing Barriers*

and much more. ***See list on our website: http://smhp.psych.ucla.edu***

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Where it's happening

Schools, districts, and states across the country are beginning to explore the value of a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning. Examples include:

- Elizabeth Learning Center in the Los Angeles Unified School District. This school is a demonstration site for the New American Schools' Urban Learning Center model. That model has adopted a three component approach to school reform. The component for addressing barriers to student learning is called Learning Supports. Our Center continues to work with Elizabeth Learning Center as they move forward. Because the Urban Learning Center model is listed in legislation as one of the Comprehensive School Reform models, the concept of a Learning Supports Component is being adopted currently in various locales (e.g., California's Compton School District, several schools in Utah).
- State of Hawai'i. The entire state has adopted and has begun to implement the framework. They call their component for addressing barriers a Comprehensive Student Support System. Our Center continues to work with the State as the work progresses.
- State of Washington. The state's Office of Public Instruction has been encouraging schools to adopt a component for addressing barriers to learning. They call it a component for a Supportive Learning Environment. Our Center continues to work with various groups across the state.
- State of California. As their approach to these concerns, the state Dept. of Education has adopted what they have dubbed a Learning Supports Component.
- Los Angeles Unified School District. The schools in the district have made a commitment to establishing more comprehensive, multifaceted, and integrated approaches to addressing barriers to learning. In doing so, they continue to explore how to develop a Learning Supports Component for schools.
- Detroit Public Schools. Based on the frameworks described in this document, the district has pursued development of Resource Coordinating Teams at every school to establish a component that encompasses the six areas we call an enabling component.
- Wilder Foundation's Achievement Plus Schools in St. Paul, MN. The foundation in partnership with the St. Paul School District is developing a school reform model at three sites. Based on our frameworks, they have adopted the enabling component as their approach to addressing barriers to learning.
- Safe Schools/Healthy Students initiative. Around the country, several of these federally-funded projects have used the enabling component framework in establishing their programs. Currently, we are working with the technical assistance center for the initiative (the Action Center in VA) to help other sites understand how to use a component for addressing barriers to learning as an umbrella for sustaining and evolving the work they have begun.

Several state education agencies have taken note of the concept of an enabling component for addressing barriers to learning, and we are interfacing with them as they explore their next steps. These include Wisconsin, Alaska, New York, and Maryland.

An Integrated Framework for Addressing Barriers to Learning and Enhancing Healthy Development at a School Site: A Six Area Curriculum

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. A few children also bring with them intrinsic conditions that make learning and performing difficult. At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. The result of all this is that some youngsters at every grade level come to school unready to meet the setting's demands effectively and a cycle of failure often ensues. In some locales, the reality often is that over 50% of students manifest forms of behavior, learning, and emotional problems. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing and weaving together a continuum of community and school interventions.

Moving from a Two- to a Three-Component Framework for School Reform

With the full continuum in mind, pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Thus, to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way. All three component are seen as essential, complementary, and overlapping.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support System". By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Framing an Enabling Component for a School Site

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and the (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3 on page 13). A brief description of the six areas is provided below.[1]

(1) Classroom-Focused Enabling. This area provides a fundamental example not only of how the enabling component overlaps the instructional component, but how it adds value to instructional reform. When a teacher has difficulty working with a youngster, the first step is to address the problem within the regular classroom and involve the home to a greater extent. Through programmatic activity, classroom-based efforts that enable learning are enhanced. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, prevent and handle a wider range of problems when they arise, and reengage students in actively pursuing school learning. Such a focus is seen as essential to increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this area requires programs and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: Personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to target the activity of paid assistants, peer tutors, and volunteers to enhance social and academic support. (The classroom curriculum already should encompass a focus on fostering socio-emotional and physical development; such a focus is seen as an essential element in preventing learning, behavior, emotional, and health problems.) As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities. All this provides the teacher with the knowledge and skills to develop a classroom infrastructure that transforms a big classroom into a set of smaller ones.

(2) Crisis Assistance and Prevention. Schools must respond to, minimize the impact of, and prevent crises. This requires systems and programs for (a) emergency/crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care) and (b) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention and so forth.

Desired outcomes of crisis assistance include ensuring provision of immediate emergency and follow-up care so students are able to resume learning without undue delay. Prevention activity outcomes are reflected in indices showing there is a safe and productive environment and that students and their families have the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this area often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, ensuring aftermath needs are addressed, and so forth. The team also can take the lead in planning ways to prevent certain crises by facilitating the development of programs for conflict mediation and enhancing human relations and a caring school culture.

(3) Support for Transitions. Students and their families are regularly confronted with a variety of transitions (e.g., changing schools, changing grades, and encountering a range of other daily hassles and major life demands). Many of these can interfere with productive school involvement.

A comprehensive focus on transitions requires systems and programs designed to (a) establish school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support, (b) provide counseling and articulation strategies to support grade-to-grade and school-to-school transitions, moving to and from special education, going to college, and moving to post school living and work, and (c) organize before and after-school and intersession activities to enrich learning and provide recreation in a safe environment. Anticipated outcomes are reduced alienation, enhanced positive attitudes toward school and learning, and increased involvement in school and learning activities. Outcomes related to specific programs in this area can include reduced tardies as the result of participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood as the result of involvement in after-school programs and increased experiencing of school as a caring place. There also are suggestions that a caring school climate can play a significant role in reducing student transiency. Articulation problems can be expected to reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work.

(4) Home Involvement in Schooling. This area expands concern for parent involvement to encompass anyone in the home who plays a key role in influencing the student's formal education. In some cases, parenting has been assumed by grandparents, aunts, or older siblings. In many cases, older brothers and sisters are the most significant influences on a youngster's life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement.

This area includes systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational, and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help anyone in the home learn how to meet basic obligations to a student, such as providing instruction for parenting and helping with schoolwork, (c) improve communication that is essential to the student and family, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of a student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent center* (which may be part of a *Family Service Center* facility if one has been established at the site). Outcomes include indices of parent learning, student progress, and community enhancement specifically related to home involvement.

(5) Community Outreach for Involvement and Support (including a focus on volunteers). Most schools do their job better when they are an integral and positive part of the community. Unfortunately, schools and classrooms often are seen as separate from the community in which they reside. This contributes to a lack of connection between school staff, parents, students, and other community residents and resources. For schools to be seen as an integral part of the community, steps must be taken to create and maintain collaborative partnerships. Potential benefits for include enhanced community participation, student progress, and community development.

Outreach to the community can build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Activity includes systems and programs designed to

- recruit community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements),
- train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer-cross-age tutors and counselors, and professionals-in-training to provide direct help for staff and students -- especially targeted students),
- outreach to hard to involve students and families (those who don't come to school regularly – including truants and dropouts),
- enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs).

A good place to start is with community volunteers. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Thus, a major emphasis in joining with the community is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers. Another key facet is the opening up of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need.

(6) Student and Family Assistance. Student and family assistance should be reserved for the relatively few problems that cannot be handled without adding special interventions. In effect, this one area encompasses most of the services and related systems that are the focus of integrated service models.

The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education resources and placements as appropriate. Ongoing efforts are made to expand and enhance resources. A valuable context for providing such services is a center facility (e.g., Family/Community/Health/Parent Resource Center).

A programmatic approach in this area requires systems and activities designed to support classroom focused enabling – with emphasis on reducing teachers' need to seek special programs and services, provide all stakeholders with information clarifying available assistance and how to access help, facilitate requests for assistance and evaluate such requests (including strategies designed to reduce the need for special intervention), handle referrals, provide direct service, implement effective case and resource management, and interface with community outreach to assimilate additional resources into current service delivery. As major outcomes, the intent is to ensure that special assistance is provided when necessary and appropriate and that such assistance is effective.

As can be seen from the above description, the enabling component framework calls for a greatly expanded role for all who are interested in mental health in schools. Only one of the areas, "special assistance for students and families," focuses on traditional mental health treatment approaches. The other five areas encompass a wide range of prevention and early intervention programs (universal and targeted interventions that include strategies for promoting healthy social and emotional development).

A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve the type of a comprehensive approach to addressing barriers to student learning outlined above. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components (Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning). It also includes reframing the roles of education support personnel (see Center for Mental Health in Schools, 2001).

1. A set of surveys covering the six areas is available from the Center for Mental Health in Schools at UCLA (see contact information at the end of the text). These surveys can be used as part of a school's self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner.

II. Fact Sheets / Practice Notes

Reasons Students say they Dropped out of School

"Costs" related to lack of success in schools

Framing an Enabling Component for a School Site: Overview of activity Related to the 6 Curriculum Areas.

from: www.dropoutprevention.org

Stats and Facts
Quick Facts

Effective Strategies | Model Programs | Resource Materials | The Network |E-mail | Site Map | Links
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Quick Facts Menu

Economic Impact |Why Students Dropout | Who Ranks Where | Compulsory Age Requirements |
K-12 Practitioners Circle | U.S. Census Bureau Education Attainment | The Quick Facts Page

Dropout Reasons

Percentage of NELS:88 8th to 10th grade dropouts who reported that various reasons for dropping out of school applied to them.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988ÑFirst Followup Study, 1990.

REASONS	Total	Male	Female
School related:			
Did not like school	51.2	57.8	44.2
Could not get along with teachers	35.0	51.6	17.2
Could not get along with students	20.1	18.3	21.9
Was suspended too often	16.1	19.2	12.7
Did not feel safe at school	12.1	11.5	12.8
Was expelled	13.4	17.6	8.9
Felt I didn't belong	23.2	31.5	14.4
Could not keep up with school work	31.3	37.6	24.7
Was failing school	39.9	46.2	33.1
Changed school, didn't like new one	13.2	10.8	15.8
Job related:			
Couldn't work and go to school at same time	14.1	20.0	7.8
Had to get a job	15.3	14.7	16.0
Found a job	15.3	18.6	
Family related			
Had to support family	9.2	4.8	14.0
Wanted to have family	6.2	4.2	8.4
Was pregnant	31.0		31.0
Became parent	13.6	5.1	22.6

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Got married	13.1	3.4	23.6
Had to care for family member	8.3	4.6	12.2
Other:			
Wanted to travel	2.1	2.5	1.7
Friends dropped out	14.1	16.8	11.3

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From the Center for Effective Collaboration and Practice

http://cecp.air.org/resources/schfail/paying.html

Paying Now or Paying Later

The cost of allowing or encouraging youth with learning and behavioral problems to drop out of school - which is enormous - can be measured in terms of both reduced economic productivity and an increased burden on the police and other local services.

Youth with learning and behavioral problems who are pushed out or otherwise do not complete high school are most likely to develop delinquent behaviors and be arrested. For example:

- The arrest rate among high school dropouts with disabilities was 56 percent, compared with 16 percent among graduates, and 10 percent among those who "aged out" of school.
- Among dropouts with serious emotional disturbances, the arrest rate was 73 percent, three to five years after secondary school (Wagner, D'Amico, Marder, Newman, and Blackorby, 1992).

In addition, the country's economic productivity is significantly reduced when high school dropouts with disabilities experience prolonged periods of unemployment or underemployment, with the accompanying loss of earned wages and fringe benefits:

- **High Unemployment.** Youth with learning disabilities who do not complete high school have unemployment rates about 30 percent higher than high school graduates with learning disabilities.
- **Low Wages.** Youth with learning disabilities who do not complete high school earn one-third less than high school graduates with learning disabilities.

If local schools do not face (and solve) problem behaviors while youth are still enrolled, local communities must shoulder extra burdens, including:

- Increased need for social services for dropouts who lack independence. Compared to high school graduates with disabilities, high school dropouts with learning and behavioral problems are
  - Less likely to attend colleges or universities,
  - Less likely to obtain vocational training, and
  - Less likely to live independently in the community.
- Increased need for prisons, because high school dropouts include approximately
  - 75 percent of youth involved with the juvenile court system,
  - 66 percent of adult inmates, and
  - 80 percent of all Federal prisoners (Office of Juvenile Justice and Delinquency Prevention, 1995).
- Increased cost of incarceration, at an average rate of $51,000, per prisoner, per year (Federal Bureau of Prisons, 1991; US Select Committee, 1992).

Voices of Experience - A Police Chief's Warning

"We know that keeping kids off the streets and in school prevents crime.... (However), suspending or expelling students, leaving them free to roam the streets without supervision, is a prescription for increasing juvenile crime. Instead of facing students' behavioral problems and holding students accountable, it rewards students with a free pass truancy and exports the problem from the school to the larger community."

Police Chief Kevin Comerford (Buffalo, NY)
U.S. House Subcommittee Testimony
February 1997

For society, the annual cost of providing for youth who fail to complete high school and their families is $76 billion - or approximately $800 for each taxpayer in states and localities across the country (Joint Economic Committee, 1991).

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Framing an Enabling Component for a School Site:

Overview of activity Related to the 6 Curriculum Areas

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately. They recognize that to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. All three components are seen as essential, complementary, and overlapping. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support System". By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas (see Exhibit on the following pages.)[1]

A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve this type of comprehensive approach to addressing barriers to student learning. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components. It also includes reframing the roles of education support personnel.[2]

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[1] Also, see the surveys covering the six areas in the tools section of this Quick Training Aid. These can be used as part of a school's self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner.

[2] Documents describing infrastructure mechanisms and new roles for support staff also are available from the Center for Mental Health in Schools at UCLA and can be downloaded from the website. For example. See Training Tutorial entitled *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning.*

Exhibit

"Curriculum" Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Exhibit (cont). "Curriculum" Areas for an Enabling Component

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

III. Tools/Handouts

A. Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base.

B. Self Study Surveys Related to Addressing Barriers to Student Learning*

- *Classroom-Focused Enabling*
- *Crisis/Emergency Assistance & Prevention*
- *Support for Transitions*
- *Home Involvement in Schooling*
- *Community Outreach/Volunteers*
- *Student & Family Assistance*
- *Survey of System Status*
- *School-Community Partnerships*

Addressing Barriers to Learning

New ways to think . . .
Better ways to link

Volume 5, Number 4
Fall, 2000

> *School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.*
>
> Carnegie Council Task Force (1989)

Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base

As schools evolve their improvement plans in keeping with higher standards and expectations and increased accountability, most planners recognize they must include a comprehensive focus on addressing barriers to student learning and promoting healthy development.[1-15] This awareness finds support in an extensive body of literature. It is illustrated by a growing volume of research on the value of schools, families, and communities working together to provide supportive programs and services that enable students to learn and teachers to teach.[16-22] Findings include improved school attendance, fewer behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.[23]

Given the promising findings, state and local education agencies all over the country are delineating ways to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance. Among the many initiatives underway is *Success4*[24] spearheaded by the Iowa State Department of Education. That department recently asked Our Center to identify for policy makers research clarifying the importance of and bases for such initiatives. The following is what we provided.

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About the Research Base

At the outset, we note that research on comprehensive approaches for addressing barriers to learning is still in its infancy. There are, of course, many "natural" experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters' well-being. It is obvious that those who can afford such interventions understand their value. And, not surprisingly, most indicators of well-being, including higher achievement test scores, are correlated with socio-economic status. Available data underscore societal inequities that can be remedied through public financing for comprehensive programs and services.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development.

The research-base is highlighted below by organizing examples into six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development, (2) enhancing school capacity to handle transition concerns confronting students and their families, (3) responding to, minimizing impact of, and preventing crisis, (4) enhancing home involve-ment, (5) outreaching to the surrounding community

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to build linkages, and (6) providing special assistance for students and families.

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches for promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

- Many forms of *prereferral intervention programs* have shown success in reducing learning and behavior problems and unnecessary referrals for special assistance and special education.[25-31]

- Although only a few *tutoring programs* have been evaluated systematically, available studies report positive effects on academic performance when tutors are trained and appropriately used.[32-38]

- And, of course, *programs that reduce class size* are finding increases in academic performance and decreases in discipline problems.[39-43]

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years, a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and in learning. Thus, schools must plan, develop, and maintain a focus on the many transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education), welcoming and social support programs, school-to-career programs, and programs to support moving to post school living and work. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling. For instance:

- Available evidence supports the positive impact of *early childhood programs* in preparing young children for school. The programs are associated with increases in academic performance and may even contribute to decreases in discipline problems in later school years.[44-49]

- There is enough evidence that *before- and after-school programs* keep kids safe and steer them away from crime, and some evidence suggesting such programs can improve academic performance.[50-53]

- Evaluations show that well-conceived and implemented *articulation programs* can successfully ease students' transition between grades,[54-56] and preliminary evidence suggests the promise of programs that provide *welcoming and social support* for children and families transitioning into a new school.[57, 58]

- Initial studies of programs for transition *in and out of special education* suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance.[59-61]

- Finally, programs providing *vocational training and career education* have an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.[62-66]

(3) Responding to, minimizing impact, and preventing crisis. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/ crisis response at a site, throughout a complex/ family of schools, and community-wide (including follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs. Most research in this area focuses on

- programs designed to ensure a *safe and disciplined school environment* as a key to deterring violence and reducing injury

- *violence prevention and resiliency curriculum* designed to teach children anger management, problem-solving skills, social skills, and conflict resolution.

In both instances, the evidence supports a variety of practices that help reduce injuries and violent incidents in schools.[67-85]

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (a) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (b) help those in the home meet basic obligations to the student, (c) improve systems to communicate about matters essential to student and family, (d) strengthen home-school connections and sense of community, (e) enhance participation in making decisions essential to student well-being, (f) enhance home support related to the student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from the home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site). A few examples illustrate the growing research-base for expanded home involvement.

- *Adult education* is a proven commodity in general and is beginning to be studied in terms of its impact on home involvement in schooling and on the behavior and achievement of children in the family. For example, evaluations of adult education in the form of *family literacy* are reporting highly positive outcomes with respect to preschool children, and a summary of findings on family literacy reports highly positive trends into the elementary grades.[86]

- Similarly, evaluations of *parent education* classes indicate the promise of such programs with respect to improving parent attitudes, skills, and problem solving abilities; parent-child communication; and in some instances the child's school achievement.[87-90] Data also suggest an impact on reducing children's negative behavior.[91-99]

- More broadly, programs to *mobilize the home in addressing students' basic needs* effect a range of behaviors and academic performance.[100]

(5) Outreaching to build community linkages and collaborations. The aim here is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations/groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students – especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly – including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity.

(Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

The research-base for involving the community is growing.

- A popular example are the various *mentoring and volunteer programs.* Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).[101-105]

- Another example are the efforts to outreach to the community to develop *school-community collaborations.* A reasonable inference from available data is that school-community collaborations can be successful and cost-effective over the long-run.[106-110] They not only improve access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few encompass concerns for economic development and demonstrate the ability to increase job opportunities for young people.

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. School-owned, based, and linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area. For example:

- The more *comprehensive approaches* not only report results related to ameliorating health and psychosocial problems, they are beginning to report a range of academic improvements (e.g., increased attendance, improved grades, improved achievement, promotion to the next grade, reduced suspensions and expulsions, fewer dropouts, increased graduation rates).[111-120]

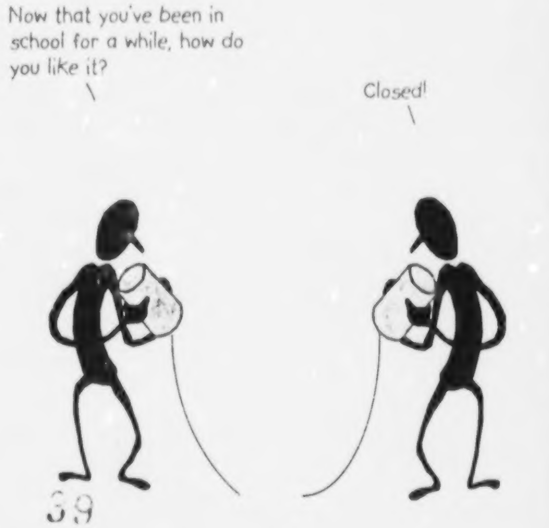
- A rapidly increasing number of *targeted interventions* are reporting positive results related to the specific problems addressed (e.g., reduced behavior, emotional, and learning problems, enhanced positive social-emotional functioning, reduced sexual activity, lower rates of unnecessary referral to special education, fewer visits to hospital emergency rooms, and fewer hospitalizations).[121-125]

Concluding Comments

Taken as a whole, the research-base for initiatives to pursue a comprehensive focus on addressing barriers to student learning and promoting healthy development indicates a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature both provides models for the content of such activity and also stresses the importance of coalescing such activity into a comprehensive, multifaceted approach.

References Cited

Space precludes providing the list of 126 references here; they are available on our web site in the Center Brief version of this article which has the same title.


Now that you've been in school for a while, how do you like it?
Closed!

Tools/Handouts... *(continued)*

B. **Self Study Surveys Related to Addressing Barriers to Student Learning***

- *Classroom-Focused Enabling*
- *Crisis/Emergency Assistance & Prevention*
- *Support for Transitions*
- *Home Involvement in Schooling*
- *Community Outreach/Volunteers*
- *Student & Family Assistance*
- *Survey of System Status*
- *School-Community Partnerships*

Classroom-Focused Enabling

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Classroom-Focused Enabling

Please indicate all items that apply	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
A. What programs for *personalized professional development* are currently at the site?				
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is there a regular focus on how to				
a. engage students in learning?	___	___	___	___
b. assist students who have commonplace learning, behavior, and emotional problems?	___	___	___	___
c. reengage students who appear unmotivated in class?	___	___	___	___
5. Is support available from those with special expertise such as				
a. members of the Student Success Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) ______________________	___	___	___	___
6. Does the school's inservice focus on teaching such personnel how to work directly with teachers in the classroom?	___	___	___	___
7. Is there a formal teacher mentoring program?	___	___	___	___
8. Is there staff social support?	___	___	___	___
9. Is there formal conflict mediation/resolution for staff?	___	___	___	___
10. Is there assistance in learning to use advanced technology?	___	___	___	___
11. Other (specify) ______________________	___	___	___	___

***Classroom-Focused Enabling* (cont.)**

	Yes	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
B. What *supports* are available *in the classroom* to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)? If yes, what types of personnel are brought in:	___	___	___	___
a. aides (e.g. paraeducators; other paid assistants)?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. Other? (specify)___________________________	___	___	___	___
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	___	___	___	___
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
c. include advanced technology?	___	___	___	___
d. Other? (specify) _______________________________	___	___	___	___
3. Are regular efforts to foster social and emotional development supplemented?	___	___	___	___
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does the bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. Other? (specify) _____________________________	___	___	___	___
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Is there appropriate software?	___	___	___	___
5. Is there access to the Internet?	___	___	___	___
6. Are there computer literacy programs?	___	___	___	___
7. Are computer programs used to address ESL needs?	___	___	___	___
8. Does the classroom have video recording capability?	___	___	___	___
9. Is instructional TV used in the classroom?				
a. videotapes?	___	___	___	___
b. PBS?	___	___	___	___
10. Is there a multimedia lab?	___	___	___	___
11. Other? (specify)______________________________	___	___	___	___

***Classroom-Focused Enabling* (cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. What academic enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education also used for enrichment?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leadership opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)________________	___	___	___	___
8. Are there special school-wide events such as				
a. clubs and similar organized activities?	___	___	___	___
b. publication of a student newspaper?	___	___	___	___
c. sales events (candy, t shirts)?	___	___	___	___
d. poster contests?	___	___	___	___
e. essay contests?	___	___	___	___
f. a book fair?	___	___	___	___
g. pep rallies/contests?	___	___	___	___
h. attendance competitions?	___	___	___	___
i. attendance awards/assemblies?	___	___	___	___
j. other? (specify) ________________	___	___	___	___
9. Are guest contributors used (e.g., guest speakers/performers)?	___	___	___	___
10. Other? (specify)________________	___	___	___	___
F. What programs for *temporary out of class help* are currently at the site?				
1. Is there a family center providing student and family assistance?	___	___	___	___
2. Are there designated problem remediation specialists?	___	___	___	___
3. Is there a "time out" room?	___	___	___	___
4. other? (specify) ________________	___	___	___	___
G. Are there school-wide approaches for				
1. creating and maintaining a caring and supportive climate?	___	___	___	___
2. supporting high standards for positive behavior?	___	___	___	___

H What programs are used to train paraeducators, volunteers, and other "assistants" who come into the classrooms to work with students who need help?

________________________ ________________________

________________________ ________________________

________________________ ________________________

I. Which of the following can teachers request as special interventions?				
1. family problem solving conferences	___	___	___	___
2. exchange of students as an opportunity for improving the match and for a fresh start	___	___	___	___
3. referral for specific services	___	___	___	___
4. other (specify) ________________	___	___	___	___

***Classroom-Focused Enabling* (cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
J. Is there ongoing training for teachers and other staff who are helping to develop the school's efforts to improve Classroom-Focused Enabling?	___	___	___	___

K. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.

L. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

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Crisis Assistance and Prevention

The emphasis here is on responding to,, minimizing the impact of,,and preventing crises. If there is a school-based Family/Community Center facility, it provides a staging area and context for some of the programmatic activity. Intended outcomes of crisis assistance include ensuring immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity outcomes are reflected in the creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Please indicate all items that apply.

A. With respect to Emergency/Crisis Response:	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
1. Is there an active Crisis Team?	___	___	___	___
2. Is the Crisis Team appropriately trained?	___	___	___	___
3. Is there a plan that details a coordinated response				
a. for all at the school site?	___	___	___	___
b. with other schools in the complex?	___	___	___	___
c. with community agencies?	___	___	___	___
4. Are emergency/crisis plans updated appropriately with regard to				
a. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
b. plans for communicating with homes/community?	___	___	___	___
c. media relations guidelines?	___	___	___	___
5. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
6. Is medical first aid provided when crises occur?	___	___	___	___
7. Is psychological first aid provided when crises occur?	___	___	___	___
8. Is follow-up assistance provided after the crises?				
a. for short-term follow-up assistance?	___	___	___	___
b. for longer-term follow-up assistance?	___	___	___	___
9. Other? (specify) ______________________	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
B. With respect to developing programs to prevent crises, are there programs for				
1. school and community safety/violence reduction?	___	___	___	___
2. suicide prevention?	___	___	___	___
3. child abuse prevention?	___	___	___	___
4. sexual abuse prevention?	___	___	___	___
5. substance abuse prevention?	___	___	___	___
6. other (specify) ______________________________	___	___	___	___
C. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Crisis Assistance and Prevention?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) ______________________________	___	___	___	___
D. Which of the following topics are covered in educating stakeholders?				
1. how to respond when an emergency arises	___	___	___	___
2. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
3. indicators of abuse and potential suicide and what to do	___	___	___	___
4. how to respond to concerns related to death, dying, and grief	___	___	___	___
5. how to mediate conflicts and minimize violent reactions	___	___	___	___
6. other (specify) ______________________________	___	___	___	___

E. Please indicate below any other ways that are used to provide crisis assistance and prevention to address barriers to students' learning.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

F. Please indicate below other things you want the school to do to provide crisis assistance and prevention to address barriers to students' learning.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.	**Yes**	**Yes but more of this is needed**	**No**	**If no is this something you want?**
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify) ______________________________	___	___	___	___
B. Which of the following transition programs are in use for grade-to-grade and program-to-program articulation?				
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. other (specify)___________________________________	___	___	___	___

Support for Transition (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Which of the following are used to facilitate transition to post school living?				
1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. job training	___	___	___	___
5. job opportunities on campus	___	___	___	___
6. a work-study program	___	___	___	___
7. life skills counseling	___	___	___	___
8. Other? (specify) ______________________________	___	___	___	___
D. Which of the following before and after school programs are available?				
1. subsidized breakfast/lunch program	___	___	___	___
2. recreation program	___	___	___	___
3. sports program	___	___	___	___
4. Youth Services Program	___	___	___	___
5. youth groups such as drill team				
interest groups	___	___	___	___
service clubs	___	___	___	___
organized youth programs ("Y," scouts)	___	___	___	___
CA. Cadet Corps	___	___	___	___
other (specify)___________________________	___	___	___	___
6. academic support in the form of				
tutors	___	___	___	___
homework club	___	___	___	___
study hall	___	___	___	___
homework phone line	___	___	___	___
homework center	___	___	___	___
other (specify) ______________________________	___	___	___	___
7. enrichment opportunities (including classes)	___	___	___	___
8. Other (specify) ______________________________	___	___	___	___

Support for Transitions (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Which of the following programs are offered during intersession?				
1. recreation	___	___	___	___
2. sports	___	___	___	___
3. Youth Services	___	___	___	___
4. youth groups	___	___	___	___
5. academic support	___	___	___	___
6. enrichment opportunities (including classes)	___	___	___	___
7. other (specify) ______________________________	___	___	___	___
F. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Support for Transitions?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs? (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
3. Other? (specify) ______________________________	___	___	___	___
G. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. developing motivation knowledge, and skills for successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___

H. Please indicate below any other ways that are used to provide support for transitions.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

I. Please indicate below other things you want the school to do to provide support for transitions.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	___	___	___	___
b. citizenship?	___	___	___	___
c. basic literacy skills?	___	___	___	___
d. GED preparation?	___	___	___	___
e. job preparation?	___	___	___	___
f. citizenship preparation?	___	___	___	___
g. other? (specify)___________________	___	___	___	___
2. Are there groups for				
a. mutual support?	___	___	___	___
b. discussion?	___	___	___	___
3. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___
4. Other? (specify) ___________________________	___	___	___	___
B. Which of the following are available to help those in the home meet their basic obligations to the student?	___	___	___	___
1. Is help provided for addressing special family needs for				
a. food?	___	___	___	___
b. clothing?	___	___	___	___
c. shelter?	___	___	___	___
d. health and safety?	___	___	___	___
e. school supplies	___	___	___	___
f. other (specify) __________________				
2. Are education programs offered on				
a. childrearing/parenting?	___	___	___	___
b. creating a supportive home environment for students?	___	___	___	___
c. reducing factors that interfere with a student's school learning and performance?	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Are guidelines provided for helping a student deal with homework?	___	___	___	___
4. Other? (specify) ______________________	___	___	___	___
C. Which of the following are in use to improve communication about matters essential to the student and family?	___	___	___	___
1. Are there periodic general announcements and meetings such as				
a. advertising for incoming students?	___	___	___	___
b. orientation for incoming students and families?	___	___	___	___
c. bulletins/newsletters?	___	___	___	___
d. back to school night/open house?	___	___	___	___
e. parent teacher conferences?	___	___	___	___
f. other? (specify) ______________________	___	___	___	___
2. Is there a system to inform the home on a regular basis				
a. about general school matters?	___	___	___	___
b. about opportunities for home involvement?	___	___	___	___
c. other? (specify) ______________________				
3. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
a. sending notes home regularly?	___	___	___	___
b. a computerized phone line?	___	___	___	___
c. frequent in-person conferences with the family?	___	___	___	___
d. other?(specify)______________________				
4. Other? (specify) ______________________				
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations and open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through				
a. student performances?	___	___	___	___
b. award ceremonies?	___	___	___	___
c. other? (specify) ______________________	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Does the school offer the community				
a cultural and sports events?	____	____	____	____
b. topical workshops and discussion groups?	____	____	____	____
c. health fairs	____	____	____	____
d. family preservation fairs	____	____	____	____
e. work fairs	____	____	____	____
f. newsletters	____	____	____	____
g. community bulletin boards	____	____	____	____
h. community festivals and celebrations	____	____	____	____
i. other (specify) ____________________	____	____	____	____
5. Is there outreach to hard to involve families such as				
a. making home visits?	____	____	____	____
b. offering support networks?	____	____	____	____
c. other? (specify) ____________________				
6. Other? (specify) ____________________________				

E. Which of the following are used to enhance family participation in decision making essential to the student?

1. Families are invited to participate through personal				
a. letters	____	____	____	____
b. phone calls	____	____	____	____
c. other (specify) ____________________	____	____	____	____
2. Families are informed about schooling choices through				
a. letters	____	____	____	____
b. phone calls	____	____	____	____
c. conferences	____	____	____	____
d. other (specify) ______________________________	____	____	____	____
3. Families are taught skills to participate effectively in decision making.	____	____	____	____
4. Staff are specially trained to facilitate family participation in decision making meetings.	____	____	____	____
5. Other (specify) ________________________________	____	____	____	____

F. Which of the following are used to enhance home support of student's learning and development?

1. Are families instructed on how to provide opportunities for students to apply what they are learning?	____	____	____	____

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
3. Other? (specify) ______________________	___	___	___	___
G. Which of the following are used to mobilize problem solving at home related to student needs?				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
3. Other? (specify) ______________________	___	___	___	___
H. For which of the following are those in the home recruited and trained to help meet school/community needs?				
1. Improving schooling for students by assisting				
a. administrators	___	___	___	___
b. teachers	___	___	___	___
c. other staff	___	___	___	___
d. with lessons or tutoring	___	___	___	___
e. on class trips	___	___	___	___
f. in the cafeteria	___	___	___	___
g. in the library	___	___	___	___
h. in computer labs	___	___	___	___
i. with homework helplines	___	___	___	___
j. in the front office to welcome visitors and new	___	___	___	___
enrollees and their families	___	___	___	___
k. with phoning home regarding absences	___	___	___	___
l. outreach to the home	___	___	___	___
m. other? (specify) ______________	___	___	___	___
2. Improving school operations by assisting with				
a. school and community up-keep and beautification	___	___	___	___
b. improving school-community relations	___	___	___	___
c. fund raising	___	___	___	___
d. PTA	___	___	___	___
e. enhancing public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
f. school governance	___	___	___	___
g. advocacy for school needs	___	___	___	___
h. advisory councils	___	___	___	___
i. program planning	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Establishing home-community networks to benefit the community	___	___	___	___
4. Other? (specify) ______________________	___	___	___	___
I. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs	___	___	___	___
3. Other? (specify) ______________________	___	___	___	___
J. Which of the following topics are covered in educating stakeholders?				
1. designing an inclusionary "Parent Center"	___	___	___	___
2. overcoming barriers to home involvement	___	___	___	___
3. developing group-led mutual support groups	___	___	___	___
4. available curriculum for parent education	___	___	___	___
5. teaching parents to be mentors and leaders at the school	___	___	___	___
6. other (specify) ______________________	___	___	___	___

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

______________________ ______________________

______________________ ______________________

______________________ ______________________

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

______________________ ______________________

______________________ ______________________

______________________ ______________________

Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Family/Parent/ Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
A. With respect to programs to recruit community involvement and support				
1. From which of the following sources are participants recruited?				
a. public community agencies, organizations, and facilities				
b. private community agencies, organizations, and facilities				
c. business sector				
d. professional organizations and groups				
e. volunteer service programs, organizations, and clubs				
f. universities and colleges				
g. other (specify) ______________________				
2. Indicate current types of community involvement at the school				
a. mentoring for students families				
b. volunteer functions				
c. a community resource pool that provides expertise as requested such as				
artists				
musicians				
librarians				
health and safety programs				
other (specify) ______________________				
d. formal agency and program linkages that result in community				
health and social services providers coming to the site				
after school programs coming to the site services				
programs providing direct access to referrals from the site				
other (specify) ______________________				
e. formal partnership arrangements that involve community agents in				
school governance				
advocacy for the school				
advisory functions				
program planning				
fund raising				
sponsoring activity (e.g., adopt-a-school partners)				
creating awards and incentives				
creating jobs				
other (specify) ______________________				

Community Outreach for Involvement and Support (including Volunteers) [cont.]

B. With specific respect to volunteers	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
1. What types of volunteers are used at the site?				
a. nonprofessionals				
parents	___	___	___	___
college students	___	___	___	___
senior citizens	___	___	___	___
business people	___	___	___	___
peer and cross age tutors	___	___	___	___
peer and cross age counselors	___	___	___	___
paraprofessionals	___	___	___	___
b. professionals-in-training (specify)________________	___	___	___	___
c. professionals (pro bono) (specify)________________	___	___	___	___
d. other (specify) ______________________________	___	___	___	___
2. Who do volunteers assist?				
a. administrators	___	___	___	___
b. assist teachers	___	___	___	___
c. assist other staff	___	___	___	___
d. others (specify) _________________________ ___	___	___	___	___
3. In which of the following ways do volunteers participate?				
a. providing general classroom assistance	___	___	___	___
b. assisting with targeted students	___	___	___	___
c. assisting after school	___	___	___	___
d. providing special tutoring	___	___	___	___
e. helping students with attention problems	___	___	___	___
f. helping with bilingual students	___	___	___	___
g. helping address other diversity matters	___	___	___	___
I helping in the cafeteria	___	___	___	___
j. helping in the library	___	___	___	___
k. helping in computer lab	___	___	___	___
l. helping on class trips	___	___	___	___
m. helping with homework helplines	___	___	___	___
n. working in the front office	___	___	___	___
o. helping welcome visitors	___	___	___	___
p. helping welcome new enrollees and their families	___	___	___	___
q. phoning home about absences	___	___	___	___
r. outreaching to the home	___	___	___	___
s. acting as mentors or advocates for students, families, staff	___	___	___	___
t. assisting with school up-keep and beautification efforts	___	___	___	___
u. helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
v. other (specify) ______________________________	___	___	___	___
4. Are there systems and programs specifically designed to				
a. recruit -volunteers?	___	___	___	___
b. train volunteers?	___	___	___	___
c. screen volunteers?	___	___	___	___
d. maintain volunteers?	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?				
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	___	___	___	___
b. family involvement in schooling	___	___	___	___
2. support networks connecting hard to involve				
a. students with peers and mentors	___	___	___	___
b. families with peers and mentors	___	___	___	___
3. special incentives for				
a. students	___	___	___	___
b. families	___	___	___	___
4. Other (specify) ______________________	___	___	___	___
D. Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	___	___	___	___
b. newly arriving families	___	___	___	___
c. new staff	___	___	___	___
2. student performances for the community	___	___	___	___
3. school sponsored				
a. cultural and sports events for the community	___	___	___	___
b. community festivals and celebrations	___	___	___	___
c. topical workshops and discussion groups	___	___	___	___
d. health fairs	___	___	___	___
e. family preservation fairs	___	___	___	___
f. work fairs	___	___	___	___
4. Other? (specify) ______________________	___	___	___	___
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) ______________________	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. Which of the following topics are covered in educating stakeholders?				
1. understanding the local community -- culture, needs, resources	___	___	___	___
2. how to recruit, train, and retain volunteers				
a. in general	___	___	___	___
b. for special roles	___	___	___	___
3. how to move toward collaborations with community resources	___	___	___	___
4. how to outreach to hard-to-involve students and families	___	___	___	___
5. other (specify) ______________________	___	___	___	___

G. Please indicate below any other ways that are used with respect to community outreach/ volunteer programs.

H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.

Survey of Program Status
(Personalized Assistance)

Student and Family Assistance Programs and Services

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Intended outcomes are to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?	___	___	___	___
B. What activity is there to facilitate and evaluate requests for assistance?	___	___	___	___
1. Does the site have a directory that lists services and programs?	___	___	___	___
2. Is information circulated about services/programs?	___	___	___	___
3. Is information circulated clarifying how to make a referral?	___	___	___	___
4. Is information about services, programs, and referral procedures updated periodically?	___	___	___	___
5. Is a triage process used to assess				
a. specific needs?	___	___	___	___
b. priority for service?	___	___	___	___
6. Are procedures in place to ensure use of prereferral interventions?	___	___	___	___
7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	___	___	___	___
8. Other? (specify) ________________________	___	___	___	___
C. After triage, how are referrals handled?				
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	___	___	___	___
2. Is there a special focus on facilitating effective decision making?	___	___	___	___
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	___	___	___	___

Student and Family Assistance Programs and Services (cont.)

D. What types of direct interventions are provided currently?	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this somethin you wan**
1. Which medical services and programs are provided?				
a. immunizations	___	___	___	___
b. first aid and emergency care	___	___	___	___
c. crisis follow-up medical care	___	___	___	___
d. health and safety education and counseling	___	___	___	___
e. screening for vision problems	___	___	___	___
f. screening for hearing problems	___	___	___	___
g. screening for health problems (specify)	___	___	___	___
h. screening for dental problems (specify)	___	___	___	___
i. treatment of some acute problems (specify)	___	___	___	___
j. other (specify) ______________________________	___	___	___	___
2. Which psychological services and programs are provided?				
a. psychological first aid	___	___	___	___
b. crisis follow-up counseling	___	___	___	___
c. crisis hotlines	___	___	___	___
d. conflict mediation	___	___	___	___
e. alcohol and other drug abuse programs	___	___	___	___
f. pregnancy prevention program	___	___	___	___
g. gang prevention program	___	___	___	___
h. dropout prevention program	___	___	___	___
i. physical and sexual abuse prevention	___	___	___	___
j. individual counseling	___	___	___	___
k. group counseling	___	___	___	___
l. family counseling	___	___	___	___
m. mental health education	___	___	___	___
n. home outreach	___	___	___	___
o. other (specify) ______________________________	___	___	___	___
3. Which of the following are provided to meet basic survival needs?	___	___	___	___
a. emergency food	___	___	___	___
b. emergency clothing	___	___	___	___
c. emergency housing	___	___	___	___
d. transportation support	___	___	___	___
e. welfare services	___	___	___	___
f. language translation	___	___	___	___
g. legal aid	___	___	___	___
h. protection from physical abuse	___	___	___	___
i. protection from sexual abuse	___	___	___	___
j. employment assistance	___	___	___	___
k. other (specify) ______________________________				

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Student and Family Assistance Programs and Services (cont.)

	Yes	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
a. early education program	___	___	___	___
b. special day classes (specify) ________________	___	___	___	___
c. speech and language therapy	___	___	___	___
d. adaptive P. E.	___	___	___	___
e. special assessment	___	___	___	___
f. Resource Specialist Program	___	___	___	___
g. Chapter I	___	___	___	___
h. School Readiness Language Develop. Program (SRLDP)	___	___	___	___
i. other (specify) ________________	___	___	___	___
5. Which of the following adult education programs are provided?				
a. ESL	___	___	___	___
b. citizenship classes	___	___	___	___
c. basic literacy skills	___	___	___	___
d. parenting	___	___	___	___
e. helping children do better at school	___	___	___	___
f. other (specify) ________________	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify ________________	___	___	___	___
7. Which of the following are provided to address attendance problems?				
a. absence follow-up	___	___	___	___
b. attendance monitoring	___	___	___	___
c. first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) ________________	___	___	___	___
E. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
a. case management?	___	___	___	___
b. resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
a. referral follow-through?	___	___	___	___
b. consumer satisfaction with referrals?	___	___	___	___
c. the need for more help?	___	___	___	___
5. Other? (specify) ________________	___	___	___	___

Student and Family Assistance Programs (cont.)

	Yes	Yes but more of this is needed	No	If no, is this somethin you want
F. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	___	___	___	___
2. Is a mechanism used to coordinate and integrate services/programs?	___	___	___	___
3. Is there outreach to link-up with community services and programs?	___	___	___	___
4. Is a mechanism used to redesign current activity as new collaborations are developed?	___	___	___	___
5. Other? (specify) ______________________________	___	___	___	___
G. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)?	___	___	___	___
3. Other? (specify) ______________________________	___	___	___	___
H. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
8. other (specify) ______________________________	___	___	___	___

Student and Family Assistance Programs (cont.)

I. Please indicate below any other ways that are used to provide student and family assistance to address barriers to students' learning.

J. Please indicate below other things you want the school to do to provide student and family assistance to address barriers to students' learning.

Survey of System Status

In discussing the following survey items, note:

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

DK = *don't know*
1 = *not yet*
2 = *planned*
3 = *just recently initiated*
4 = *has been functional for a while*
5 = *well institutionalized*

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)?	DK 1 2 3 4 5
2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together?	DK 1 2 3 4 5
3. Do you have a Resource Coordinating Team?	DK 1 2 3 4 5
4. Do you have written descriptions available to give staff (and parents when applicable) regarding	DK 1 2 3 4 5
(a) activities available at the site designed to address barriers to learning (programs, teams, resources services -- including parent and family service centers if you have them)?	DK 1 2 3 4 5
(b) resources available in the community?	DK 1 2 3 4 5
(c) a system for staff to use in making referrals?	DK 1 2 3 4 5
(d) a system for triage (to decide how to respond when a referral is made)?	DK 1 2 3 4 5
(e) a case management system?	DK 1 2 3 4 5
(f) a student study team?	DK 1 2 3 4 5
(g) a crisis team?	DK 1 2 3 4 5
(h) Specify below any other relevant programs/services -- including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteer)?	
	DK 1 2 3 4 5
______________________________	DK 1 2 3 4 5
______________________________	DK 1 2 3 4 5
______________________________	DK 1 2 3 4 5
5. Are there effective processes by which staff and families learn	DK 1 2 3 4 5
(a) what is available in the way of programs/services?	DK 1 2 3 4 5
(b) how to access programs/services they need?	
6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools?	DK 1 2 3 4 5

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized

7. How effect is the

(a) referral system? DK 1 2 3 4 5

(b) triage system? DK 1 2 3 4 5

(c) case management system? DK 1 2 3 4 5

(d) student study team? DK 1 2 3 4 5

(e) crisis team? DK 1 2 3 4 5

8. How effective are the processes for

(a) planning, implementing, and evaluating system improvements (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)? DK 1 2 3 4 5

(b) enhancing resources for assisting students and family (e.g.,through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

9. How effective are the processes for ensuring that

(a) resources are properly allocated and coordinated? DK 1 2 3 4 5

(b) linked community services are effectively coordinated/integrated with related activities at the site? DK 1 2 3 4 5

10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

School-Community Partnerships: Self-Study Surveys

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as the home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment; as well as businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such partnerships, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following set of surveys are designed as self-study instruments related to school-community partnerships. Stakeholders can use such surveys to map and analyze the current status of their efforts.

This type of self-study is best done by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing, the status of their school-community partnerships, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

Survey (self-study) -- Overview of Areas for School-Community Partnership

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following areas.

Please indicate all items that apply	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Improving the School (name of school(s): ____________________)				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. school-based programs and services to address barriers to learning	___	___	___	___
B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)				
1. youth development programs	___	___	___	___
2. youth and family recreation and enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. work/career programs	___	___	___	___
8. social services	___	___	___	___
9. crime and juvenile justice programs		___	___	___
10. legal assistance	___	___	___	___
11. support for development of neighborhood organizations	___	___	___	___
12. economic development programs	___	___	___	___

Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership

Items 1-7 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

1. Is there a stated policy for enhancing school-community partnerships (e.g., from the school, community agencies, government bodies)?	DK 1 2 3 4 5
2. Is there a designated leader or leaders for enhancing school-community partnerships?	DK 1 2 3 4 5
3. With respect to each entity involved in the school-community partnerships have specific persons been designated as representatives to meet with each other?	DK 1 2 3 4 5
4. Do personnel involved in enhancing school-community partnerships meet regularly as a team to evaluate current status and plan next steps?	DK 1 2 3 4 5
5. Is there a written plan for capacity building related to enhancing the school-community partnerships?	DK 1 2 3 4 5
6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships	DK 1 2 3 4 5
7. Are there effective processes by which stakeholders learn	
(a) what is available in the way of programs/services?	DK 1 2 3 4 5
(b) how to access programs/services they need?	DK 1 2 3 4 5

Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership (cont.)

Items 8- 9 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

8. In general, how effective are your local efforts to enhance school-community partnerships? DK 1 2 3 4 5

9. With respect to enhancing school-community partnerships, how effective are each of the following:

(a) current policy	DK 1 2 3 4 5
(b) designated leadership	DK 1 2 3 4 5
(c) designated representatives	DK 1 2 3 4 5
(d) team monitoring and planning of next steps	DK 1 2 3 4 5
(e) capacity building efforts	DK 1 2 3 4 5

List Current School-Community Partnerships

For improving the school	For improving the neighborhood (though enhancing links with the school, including use of school facilities and resources)

Survey (self-study) --
School-Community Partnerships to Improve the School

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): ________________________________)**	Yes	Yes but more of this is needed	No	If no, is this something you want?
Partnerships to improve				
1. the instructional component of schooling				
a. kindergarten readiness programs	___	___	___	___
b. tutoring	___	___	___	___
c. mentoring	___	___	___	___
d. school reform initiatives	___	___	___	___
e. homework hotlines	___	___	___	___
f. media/technology	___	___	___	___
g. career academy programs	___	___	___	___
h. adult education, ESL, literacy, citizenship classes	___	___	___	___
i. other ____________________________	___	___	___	___
2. the governance and management of schooling				
a. PTA/PTSA	___	___	___	___
b. shared leadership	___	___	___	___
c. advisory bodies	___	___	___	___
d. other ____________________________	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other____________________________	___	___	___	___
4. school-based programs and services to address barriers to learning*				
a. student and family assistance programs/services	___	___	___	___
b. transition programs	___	___	___	___
c. crisis response and prevention programs	___	___	___	___
d. home involvement programs	___	___	___	___
e. pre and inservice staff development programs	___	___	___	___
f. other____________________________	___	___	___	___

*The Center for Mental Health in Schools at UCLA has a set of surveys for in-depth self-study of efforts to improve a school's ability to address barriers to learning and teaching.

Survey (self-study) --
School-Community Partnerships to Improve the Neighborhood

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): ______________________________)**	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
Partnerships to improve				
1. youth development programs				
a. home visitation programs	___	___	___	___
b. parent education	___	___	___	___
c. infant and toddler programs	___	___	___	___
d. child care/children's centers/preschool programs	___	___	___	___
e. community service programs	___	___	___	___
f. public health and safety programs	___	___	___	___
g. leadership development programs	___	___	___	___
h. other ______________________________	___	___	___	___
2. youth and family recreation and enrichment opportunities				
a. art/music/cultural programs	___	___	___	___
b. parks' programs	___	___	___	___
c. youth clubs	___	___	___	___
d. scouts	___	___	___	___
e. youth sports leagues	___	___	___	___
f. community centers	___	___	___	___
g. library programs	___	___	___	___
h. faith community's activities	___	___	___	___
i. camping programs	___	___	___	___
j. other ______________________________	___	___	___	___
3. physical health services				
a. school-based/linked clinics for primary care	___	___	___	___
b. immunization clinics	___	___	___	___
c. communicable disease control programs	___	___	___	___
d. CHDP/EPSDT programs	___	___	___	___
e. pro bono/volunteer programs	___	___	___	___
f. AIDS/HIV programs	___	___	___	___
g. asthma programs	___	___	___	___
h. pregnant and parenting minors programs	___	___	___	___
i. dental services	___	___	___	___
j. vision and hearing services	___	___	___	___
k. referral facilitation	___	___	___	___
l. emergency care	___	___	___	___
m. other ______________________________	___	___	___	___

Survey (self-study) --
School-Community Partnerships to Improve the Neighborhood (cont)

4. mental health services

a. school-based/linked clinics w/ mental health component ____ ____ ____ ____
b. EPSDT mental health focus ____ ____ ____ ____
c. pro bono/volunteer programs ____ ____ ____ ____
d. referral facilitation ____ ____ ____ ____
e. counseling ____ ____ ____ ____
f. crisis hotlines ____ ____ ____ ____
g. other________________________________ ____ ____ ____ ____

5. programs to address psychosocial problems

a. conflict mediation/resolution ____ ____ ____ ____
b. substance abuse ____ ____ ____ ____
c. community/school safe havens ____ ____ ____ ____
d. safe passages ____ ____ ____ ____
e. youth violence prevention ____ ____ ____ ____
f. gang alternatives ____ ____ ____ ____
g. pregnancy prevention and counseling ____ ____ ____ ____
h. case management of programs for high risk youth ____ ____ ____ ____
i. child abuse and domestic violence programs ____ ____ ____ ____
j. other ____________________________ ____ ____ ____ ____

6. basic living needs services
a. food ____ ____ ____ ____
b. clothing ____ ____ ____ ____
c. housing ____ ____ ____ ____
d. transportation assistance ____ ____ ____ ____
e. other ____________________________ ____ ____ ____ ____

7. work/career programs

a. job mentoring ____ ____ ____ ____
b. job programs and employment opportunities ____ ____ ____ ____
c. other____________________________ ____ ____ ____ ____

8. social services

a. school-based/linked family resource centers ____ ____ ____ ____
b. integrated services initiatives ____ ____ ____ ____
c. budgeting/financial management counseling ____ ____ ____ ____
d. family preservation and support ____ ____ ____ ____
e. foster care school transition programs ____ ____ ____ ____
f. case management ____ ____ ____ ____
g. immigration and cultural transition assistance ____ ____ ____ ____
h. language translation ____ ____ ____ ____
i. other________________________________ ____ ____ ____ ____

9. crime and juvenile justice programs
a. camp returnee programs ____ ____ ____ ____
b. children's court liaison ____ ____ ____ ____
c. truancy mediation ____ ____ ____ ____
d. juvenile diversion programs with school ____ ____ ____ ____
e. probation services at school ____ ____ ____ ____
f. police protection programs ____ ____ ____ ____
g. other ____________________________ ____ ____ ____ ____

Survey (self-study) --
School-Community Partnerships to Improve the Neighborhood (cont)

10. legal assistance

a. legal aide programs	___	___	___	___
b. other ______________________________	___	___	___	___

11. support for development of neighborhood organizations

a. neighborhood protective associations	___	___	___	___
b. emergency response planning and implementation	___	___	___	___
c. neighborhood coalitions and advocacy groups	___	___	___	___
d. volunteer services	___	___	___	___
e. welcoming clubs	___	___	___	___
f. social support networks	___	___	___	___
g. other______________________________	___	___	___	___

12. economic development programs

a. empowerment zones.	___	___	___	___
b. urban village programs	___	___	___	___
c. other______________________________	___	___	___	___

IV. Continuing Education Modules & Training Tutorials: Other Self-directed opportunities to learn

In addition to offering *Quick Training Aids*, the Center's *Continuing Education Modules** and *Training Tutorials* are designed as self-directed opportunities for more in-depth learning about specific topics. These resources provide easy access to a wealth of planfully organized content and tools that can be used as a self-tutorial or as a guide in training others. As with most of our resources, these can be readily downloaded from our website – http://smhp.psych.ucla.edu – see Center Materials and scroll down to VI.

In the coming years, the Center will continue to develop a variety of continuing education modules and training tutorials related to the various topics covered by our Clearinghouse. In all its work, the Center tries to identify resources that represent "best practice" standards. We invite you to browse through this first set of modules and tutorials, and if you know of better material, please provide us with feedback so that we can make improvements.

CONTINUING EDUCATION MODULES

- *Addressing Barriers to Learning: New Directions for Mental Health in Schools*
- *Mental Health in Schools: New Roles for School Nurses*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* (has an accompanying set of readings & tools)

TRAINING TUTORIALS

- *Classroom Changes to Enhance and Reengage Students in Learning*
- *Support for Transitions*
- *Home involvement in Schooling*
- *Community Outreach*
- *Crisis/Emergency Assistance and Prevention*
- *Student and Family Assistance*
- *Creating an infrastructure for an Enabling (Learning Support) Component to address barriers to student learning*

Using the Center's Training Resources to Train Others

A key aspect of building capacity at schools involves ongoing staff and other stakeholder learning and development.* Those who are responsible for facilitating the training of others can use the Center's Continuing Education Modules, Quick Training Aids, and Training Tutorials to upgrade their repertoire and as resources in providing stakeholder training opportunities. With respect to training others, below are a few general reminders.

- *Start where they're at.* Good learning and teaching experiences are built on the concept of a good "match" (or "fit"). This involves both capabilities *and* interest (e.g., motivational readiness). From this perspective, it is essential to work with learner perceptions about what they want to learn and how they want to learn it. Thus, you might begin by finding out from those at the school:

    - ✓ What are their most pressing concerns (e.g., what range of topics are of interest, and within a broad topic, what subtopics would be a good starting point)?
    - ✓ How deeply do they want to cover a given subject (e.g., brief overview or in-depth)?
    - ✓ How would they like to organize learning opportunities?

    Also, in terms of a good match, it is invaluable to capitalize on "teachable moments." Occurrences frequently arise at a school that result in the need for staff to learn something quickly. These teachable moments provide opportunities to guide staff to the type of resources included in the Continuing Education Modules and Training Tutorials. These resources can be drawn upon to create displays and provide handouts and then following-up by engaging staff in discussions to explore relevant experiences and insights.

- *"Preheat" to create interest.* Do some "social marketing." Put up some displays; provide prospective learners with a few interesting fact sheets; hold a brief event that focuses on the topic.

- *Active Learning.* Although reading is at the core of the modules and tutorials, active learning and doing is essential to good learning. Active learning can be done alone or in various group configurations. The point is to take time to think and explore. Study groups can be a useful format. Individual and group action research also provides application opportunities.

- *Follow-up for ongoing learning.* Provide information on resources for ongoing learning. Plan ways to offer follow-up discussions and exploration in general and in personalized ways with those who want and need more.

*There is a great deal of material discussing ways to pursue effective staff development in schools. An organization that is devoted to this arena is the National Staff Development Council (NSDC). It's library of information (see – http://www.nsdc.org/educatorindex.htm) provides guidelines, tools, and access to the *Journal of Staff Development*. The organization's emphasis is on a "how-to" format, offering a variety of effective, step-by-step models developed by practitioners who base their methods on research and real-world experiences.

V. Additional Resources

See the QuickFind (http://smhp.psych.ucla.edu) on the "Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed." This has direct links to a number of resources and references.

This Center Response is from our website at http://smhp.psych.ucla.edu To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *Enabling*

Quick Find:

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Resources Related to **ENABLING COMPONENT**

Relevant Feature Articles from our Newsletter

- Comprehensive Approaches & Mental Health in Schools (Winter '97)
- Enabling Learning in the Classroom: A Primary Mental Health Concern (Spring '98)
- Expanded School Reform (Spring '99)
- Connecting Counseling, Psychological, & Social Support Programs to School Reform (Winter '00)
- Expanding the Framework for School Accountability (Spring '00)
- CSSS - Hawai`i's Comprehensive Student Support system... a multifaceted approach that encompasses & enhances MH in schools (Summer '01) (PDF Document)

Relevant Packets Developed By Our Center

- Thinking About & Accessing Policy Related to Addressing Barriers to Learning
- Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs
- A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning
- What Schools Can Do to Welcome and Meet the Needs of All Students and Families
- New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning
- Guides for the Enabling Component
  - Getting from Here to There: A Guidebook for the Enabling Component
  - A Guide to the Enabling Component (one of the New American School Models)
- School-Community Partnerships: A Guide
- Addressing Barriers to Learning: New Directions for Mental Health in Schools
- Training Tutorial - Classroom Changes to Enhance and Reengage Students in Learning

Relevant Special Reports & Center Briefs

- Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning
- Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services & Enhancing School-Community Partnerships
- Center Report: *Pioneer Initiatives to Reform Education Support Programs*
  - Center Report: Pioneer Initiatives to Reform Education Support Programs
  - Executive Summary: Pioneer Initiatives to Reform Education Support Programs
  - Materials from Pioneer Initiatives to Reform Education Support Programs

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Quick Find: ENABLING COMPONENT

- A Center Brief: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
- A Center Brief: Introduction to a component for Addressing Barriers to Student Learning
- Center Report: Organization Facilitators: A Change Agent for Systemic School and Community Changes
- Center Report: Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Relevant Publications That Can Be Obtained at Your Local Library

- Adelman, H.S. & Taylor, L. (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children's Services: Social Policy, Research, and Practice*, 3(2): 117-132.
- Adelman, H.S. & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultation*, 11(1): 7-36.
- Adelman, H.S. & Taylor, L. (2000). Shaping the future of mental health in schools. *Psychology in the Schools*, 37(1): 49-60.
- Adelman, H.S. & Taylor, L. (2000). Promoting mental health in schools in the midst of school reform. *Journal of School Health*, 70: 171-178.
- Taylor, L. & Adelman, H.S. (2000). Toward ending the marginalization of mental health in schools. *Journal of School Health*, 70: 210-215.
- Taylor, L. & Adelman, H.S. (2000). Connecting schools, families, and communities. *Professional School Counseling*, 3(5): 298-307.
- Adelman, H.S. & Taylor, L. (1999). Mental health in schools and system restructuring. *Clinical Psychology Review*, 19(2): 137-163.
- Adelman, H.S., Taylor, L. & Schnieder, M.V. (1999). A school-wide component to address barriers to learning. *Reading & Writing Quarterly*, 15(4): 277-302.
- Taylor, L., Nelson, P., & Adelman, H.S. (1999). Scaling-up reforms across a school district. *Reading & Writing Quarterly*, 15 (4): 303-326
- Adelman, H.S. & Taylor, L. (1998). Mental health in schools: Moving forward. *School Psychology Review*, 27(2): 175-190.
- Adelman, H.S. & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychology*, 33(4): 135-152.
- Adelman, H.S. & Taylor, L. (1997). System reform to address barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*, 67(3): 408-421.
- Lim, C. & Adelman, H.S. (1997). Establishing school-based collaborative teams to coordinate resources: A case study. *Social Work in Education*, 19(4): 266-277.
- Adelman, H.S. (1996). *Restructuring Education Support Services: Toward the Concept of an Enabling Component*. Kent, OH: American School Health Association.
- Adelman, H.S. (1996). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review*, 25: 431-445.
- Adelman, H.S. (1995). Clinical psychology: Beyond psychopathology and clinical interventions. *Clinical Psychology: Science and Practice*, 2: 28-44.

For additional resources, use our search page to find people, organizations, websites and documents related to enabling component.

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Quick Find: ENABLING COMPONENT

Shortcut Text	Internet Address
Comprehensive Approaches & Mental Health in Schools (Winter '97)	http://smhp.psych.ucla.edu/compapp2.htm
Enabling Learning in the Classroom: A Primary Mental Health Concern (Spring '98)	http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring98.pdf
Expanded School Reform (Spring '99)	http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring99.pdf
Connecting Counseling, Psychological, & Social Support Programs to School Reform (Winter '00)	http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter00.pdf
Expanding the Framework for School Accountability (Spring '00)	http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring00.pdf
CSSS - Hawai'i's Comprehensive Student Support system... a multifaceted approach that encompasses & enhances MH in schools (Summer '01) (PDF Document)	http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer01.pdf
Thinking About & Accessing Policy Related to Addressing Barriers to Learning	http://smhp.psych.ucla.edu/Samplers.htm#sampler2
Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs	http://smhp.psych.ucla.edu/resource.htm#surveys
A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning	http://smhp.psych.ucla.edu/techpak.htm#technical
What Schools Can Do to Welcome and Meet the Needs of All Students and Families	http://smhp.psych.ucla.edu/guidepak.htm#welcome
New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning	http://smhp.psych.ucla.edu/guidepak.htm#policymakers
Guides for the Enabling Component	http://smhp.psych.ucla.edu/guidepak.htm#guides
School-Community Partnerships: A Guide	http://smhp.psych.ucla.edu/guidepak.htm#partner
Addressing Barriers to Learning: New Directions for Mental Health in Schools	http://smhp.psych.ucla.edu/guidepak.htm#barriers
Training Tutorial - Classroom Changes to Enhance and Reengage Students in Learning	http://smhp.psych.ucla.edu/guidepak.htm#encomp
Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning	http://smhp.psych.ucla.edu/specpak.htm#boardrep
Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services & Enhancing School-Community Partnerships	http://smhp.psych.ucla.edu/specpak.htm#expand
Center Report: Pioneer Initiatives to Reform Education Support Programs	http://smhp.psych.ucla.edu/specpak.htm#pioneer_full
Executive Summary: Pioneer Initiatives to Reform Education Support Programs	http://smhp.psych.ucla.edu/specpak.htm#pioneer_sum
Materials from Pioneer Initiatives to Reform Education Support Programs	http://smhp.psych.ucla.edu/specpak.htm#pioneer_mat
A Center Brief: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base	http://smhp.psych.ucla.edu/specpak.htm#barriersbrief

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Quick Find: ENABLING COMPONENT

Shortcut Text	Internet Address
A Center Brief: Introduction to a component for Addressing Barriers to Student Learning	http://smhp.psych.ucla.edu/specpak.htm#introcomponent
Center Report: Organization Facilitators: A Change Agent for Systemic School and Community Changes	http://smhp.psych.ucla.edu/specpak.htm#facilitators
Center Report: Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports	http://smhp.psych.ucla.edu/specpak.htm#resorient
search	http://smhp.psych.ucla.edu/websrch.htm

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VI. Originals for Overheads

A. Barriers to Learning and Development

B. School Reform: What's Missing?

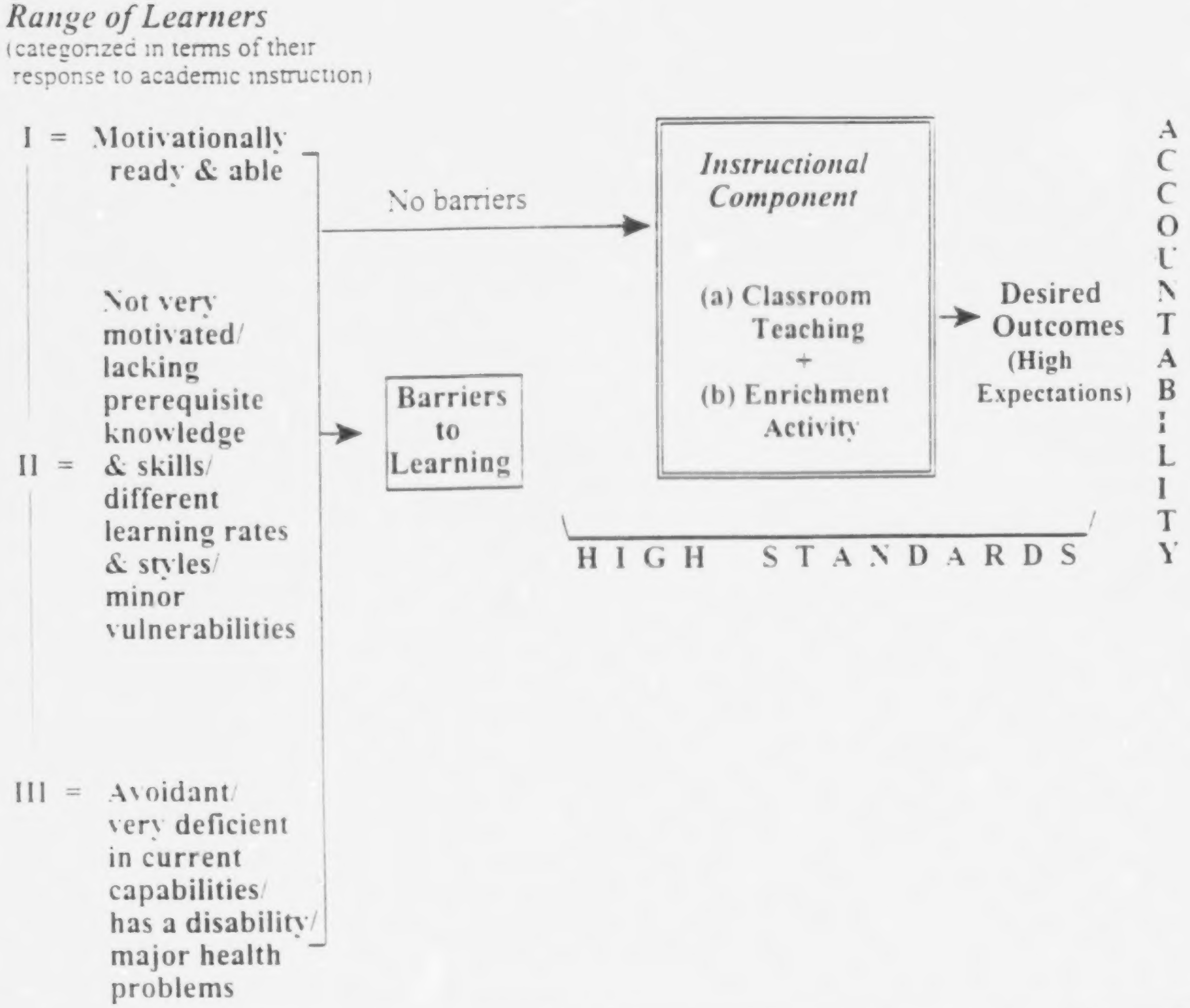
C. Talk About Fragmented?

D. Moving to a Three Component Model

E. An Enabling Component to Address Barriers to Learning and Enhance Healthy Development

F. Major Examples of Activity in Each of the 6 Curriculum Areas.

Barriers to Learning and Development*



Range of Learners
(categorized in terms of their response to academic instruction)

I = Motivationally ready & able

II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities

III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems

No barriers

Barriers to Learning

Instructional Component

(a) Classroom Teaching
+
(b) Enrichment Activity

Desired Outcomes (High Expectations)

HIGH STANDARDS

ACCOUNTABILITY

Examples of barriers:*

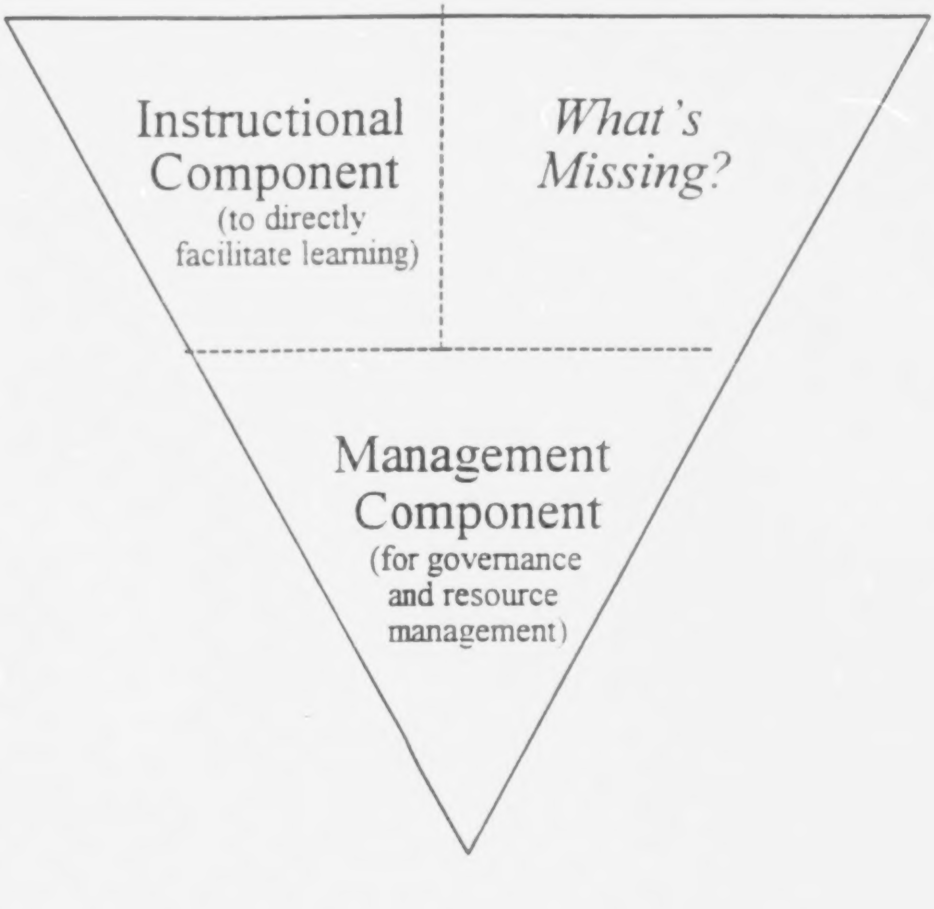
External	*Internal*
>inadequate enrichment/recreational opportunities	>deficiencies in necessary prerequisite skills
>school and community deficiencies	>negative attitudes toward schooling
>frequent transitions and mobility	>disabilities and other vulnerabilities
>lack of home involvement/family problems	
>lack of positive peer support	
>inadequate school support programs and community social/health services	

*Although a few youngster start out with internal problems and many others internalize negative experiences, there can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools. Addressing barriers both minimizes factors interfering with healthy development and learning and enables others to promote healthy development and learning. Promoting healthy development is an end in itself and also plays a major role in prevention.

Adapted from: H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Prager.

School Reform: *What's Missing?*

How does the current reform/restructuring movement in education address barriers to learning?



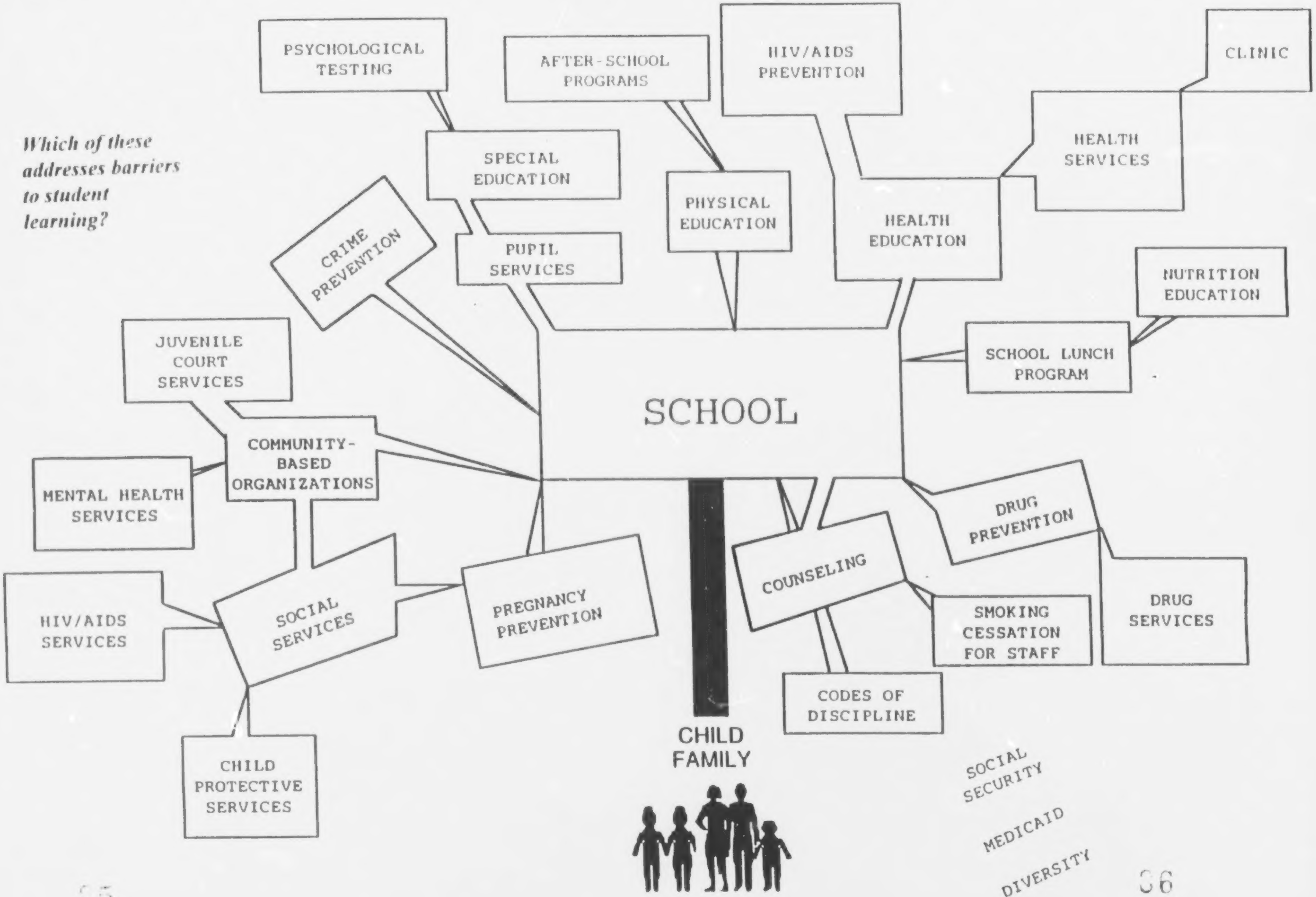
Instructional Component
(to directly facilitate learning)

What's Missing?

Management Component
(for governance and resource management)

Talk About Fragmented!

Which of these addresses barriers to student learning?



PSYCHOLOGICAL TESTING

AFTER-SCHOOL PROGRAMS

HIV/AIDS PREVENTION

CLINIC

SPECIAL EDUCATION

PHYSICAL EDUCATION

HEALTH EDUCATION

HEALTH SERVICES

CRIME PREVENTION

PUPIL SERVICES

NUTRITION EDUCATION

JUVENILE COURT SERVICES

SCHOOL LUNCH PROGRAM

SCHOOL

COMMUNITY-BASED ORGANIZATIONS

MENTAL HEALTH SERVICES

DRUG PREVENTION

COUNSELING

HIV/AIDS SERVICES

SOCIAL SERVICES

PREGNANCY PREVENTION

SMOKING CESSATION FOR STAFF

DRUG SERVICES

CODES OF DISCIPLINE

CHILD PROTECTIVE SERVICES

CHILD
FAMILY

SOCIAL SECURITY

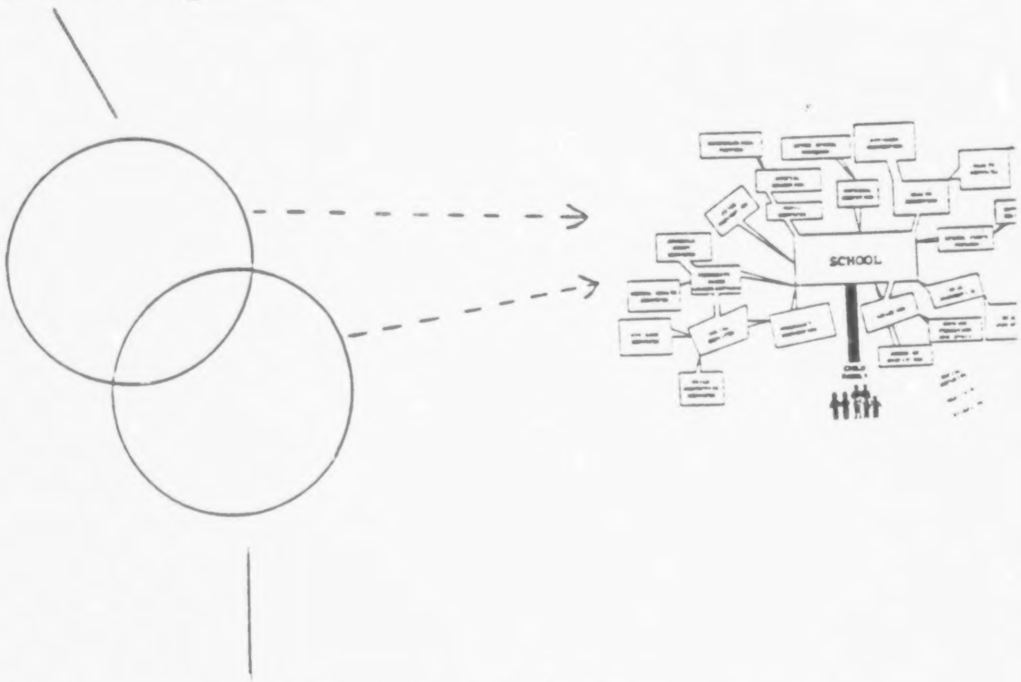
MEDICAID

DIVERSITY

From: *Health is Academic: A Guide to Coordinated School Health Programs* (1998). Edited by

How does current policy, practice, and research address barriers to student learning?

A Two Component Model for Reform and Restructuring



Direct Facilitation
of Learning
(Instructional Component)

Governance and Resource Management
(Management Component)

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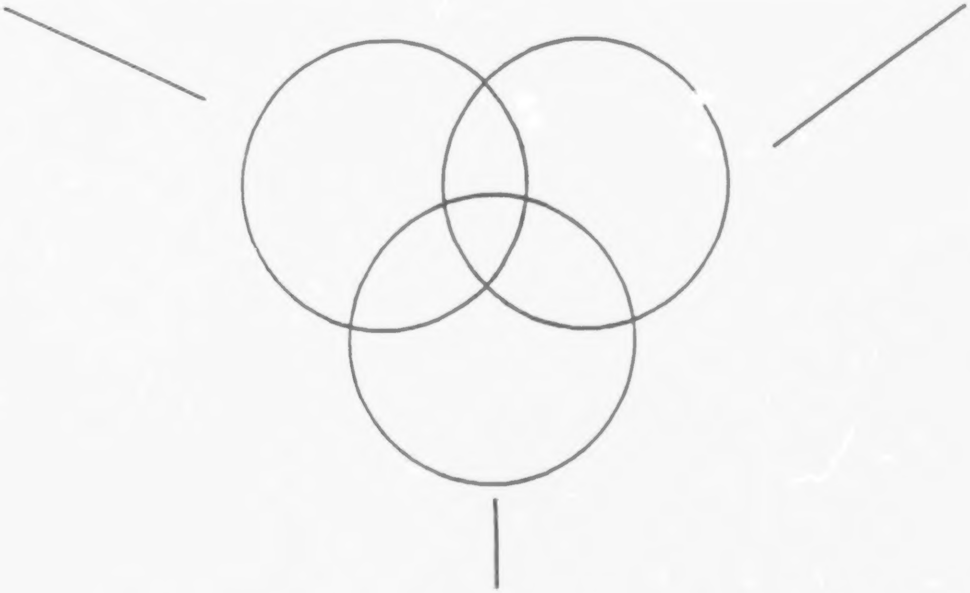
Functional Focus for Reform and Restructuring:

Moving to a Three Component Model

Establishes a component for addressing barriers to development and learning which is treated as primary and essential and which weaves together school and community resources to develop comprehensive approaches

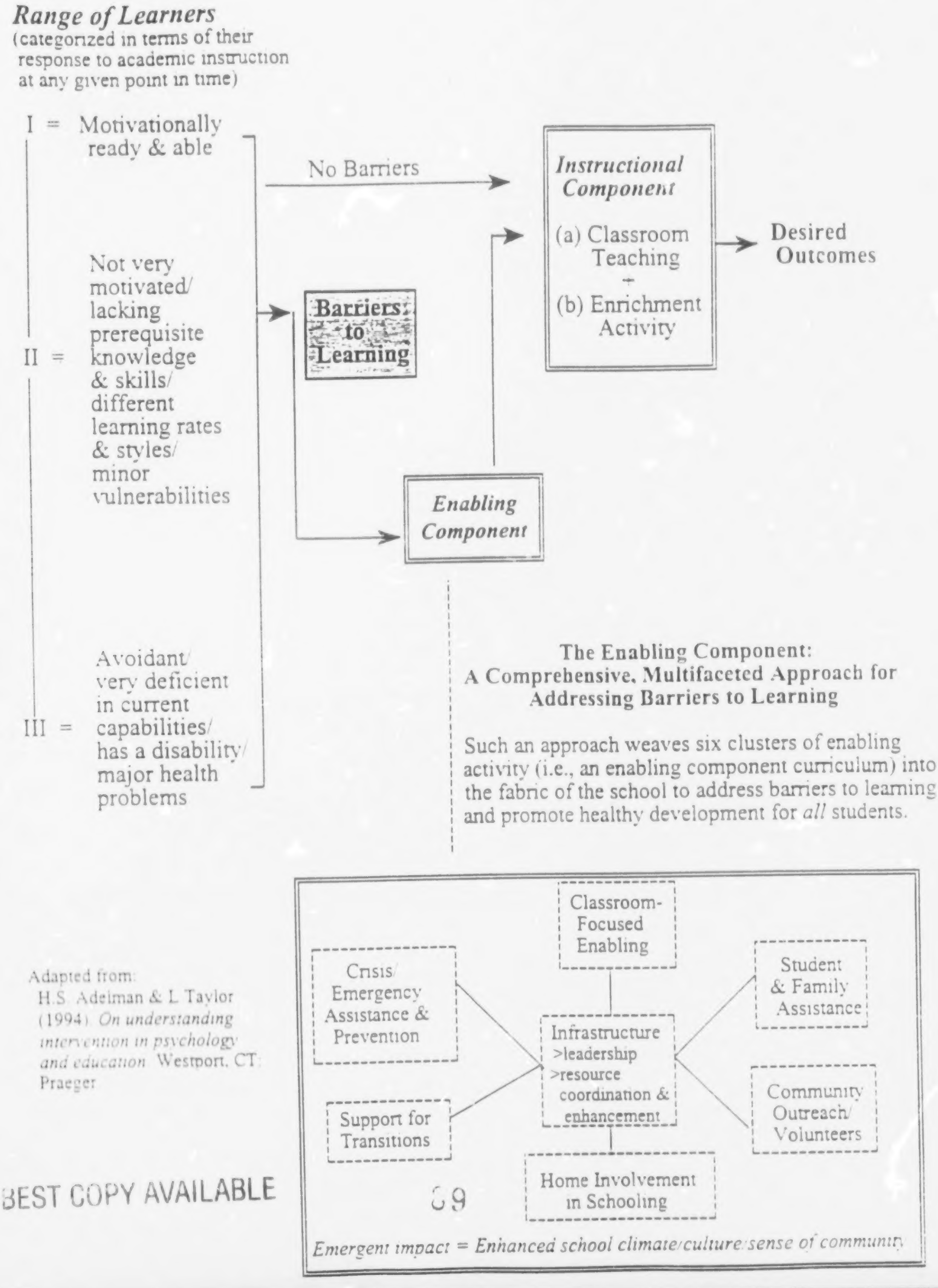


Direct Facilitation of
Development & Learning
(Developmental Component)

Addressing Barriers to
Development & Learning
(Enabling Component)

Governance and Resource Management
(Management Component)

Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction at any given point in time)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Enabling Component
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Infrastructure >leadership >resource coordination & enhancement
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling
Emergent impact = Enhanced school climate/culture/sense of community

The Enabling Component: A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Adapted from:
H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger

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The following are Major Examples of Activity in Each of the 6 Curriculum Areas

Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

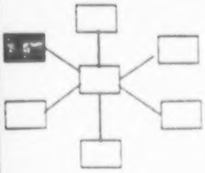
**Classroom based efforts to enable learning*

>>Prevent problems; intervene as soon as problems are noted

>>Enhance intrinsic motivation for learning

>>Re-engage students who have become disengaged from classroom learning

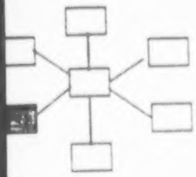
- *Opening the classroom door to bring available supports in*
  - ✓ Peer tutors, volunteers, aids (trained to work with students-in-need)
  - ✓ Resource teachers and student support staff
- *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
  - ✓ Personalized instruction; special assistance as necessary
  - ✓ Developing small group and independent learning options
  - ✓ Reducing negative interactions and over-reliance on social control
  - ✓ Expanding the range of curricular and instructional options and choices
  - ✓ Systematic use of prereferral interventions
- *Enhancing and personalizing professional development*
  - ✓ Creating a Learning Community for teachers
  - ✓ Ensuring opportunities to learn through co-teaching, team teaching, mentoring
  - ✓ Teaching intrinsic motivation concepts and their application to schooling
- *Curricular enrichment and adjunct programs*
  - ✓ Varied enrichment activities that are not tied to reinforcement schedules
  - ✓ Visiting scholars from the community
- *Classroom and school-wide approaches used to create and maintain a caring and supportive climate*
  - ✓ Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings



Crisis Assistance and Prevention

*School-wide and classroom-based efforts for
>>responding to crises
>>minimizing the impact of crises
>>preventing crises

- *Ensuring immediate assistance in emergencies so students can resume learning*
- *Providing Follow up care as necessary*
  - ✓ Brief and longer-term monitoring
- *Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs*
- *Mobilizing staff, students, and families to anticipate response plans and recovery efforts*
- *Creating a caring and safe learning environment*
  - ✓ Developing systems to promote healthy development and prevent problems
  - ✓ Bullying and harassment abatement programs
- *Working with neighborhood schools and community to integrate planning for response and prevention*
- *Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment*

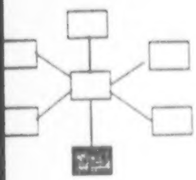


Support for Transitions

*School-wide and classroom-based efforts to

>>enhance acceptance and successful transitions
>>prevent transition problems
>>use transition periods to reduce alienation
>>use transition periods to increase positive attitudes/motivation toward school and learning

- *Welcoming & social support programs for newcomers*
  - ✓ Welcoming signs, materials, and initial receptions
  - ✓ Peer buddy programs for students, families, staff, volunteers
- *Daily transition programs for*
  - ✓ Before school, breaks, lunch, afterschool
- *Articulation programs*
  - ✓ Grade to grade (new classrooms, new teachers)
  - ✓ Elementary to Middle School; Middle to High School
  - ✓ In and out of special education programs
- *Summer or intersession programs*
  - ✓ Catch-up, recreation, and enrichment programs
- *School-to-career/higher education*
  - ✓ Counseling, pathway, and mentor programs
- *Broad involvement of stakeholders in planning for transitions*
  - ✓ Students, staff, home, police, faith groups, recreation, business, higher educ.
- *Staff/stakeholder development for planning transition programs/activities*



Home Involvement in Schooling

*School-wide & classroom-based efforts to engage the home in

>>strengthening the home situation
>>enhancing problem solving capabilities
>>supporting student development and learning
>>strengthening school and community

- *Addressing specific support and learning needs of family*
  - ✓ Support services for those in the home to assist in addressing basic survival needs and obligations to the children
  - ✓ Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation
- *Improving mechanisms for communication and connecting school and home*
  - ✓ Opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help
  - ✓ Phone calls from teacher and other staff with good news
  - ✓ Frequent and balanced conferences (student-led when feasible)
  - ✓ Outreach to attract hard-to-reach families (including student dropouts)
- *Involving homes in student decision making*
  - ✓ Families prepared for involvement in program planning and problem-solving
- *Enhancing home support for learning and development*
  - ✓ Family Literacy, Family Homework Projects, Family Field Trips
- *Recruiting families to strengthen school and community*
  - ✓ Volunteers to welcome and support new families and help in various capacities
  - ✓ Families prepared for involvement in school governance
- *Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement*

Community Outreach for Involvement and Support (including Volunteers)

*Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

- *Work group for planning and implementing outreach to involve*
  - ✓ Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations
  - ✓ Community policy and decision makers
- *Staff/stakeholder development on the value of community involvement and opening the school to expanded forms of community activities and programs*
- *Mechanisms to recruit, screen, and prepare community participants*
- *Orienting and welcoming programs for community participants*
- *Programs to enhance a sense of community*
- *Policies and mechanisms to enhance and sustain school-community involvement*
  - ✓ Support for maintenance
  - ✓ Celebration of shared successes
  - ✓ "Social marketing" of mutual accomplishments

Student and Family Assistance

*Specialized assistance provided through personalized health and social service programs

- *Providing support as soon as a need is recognized and doing so in the least disruptive ways*
    - ✓ Prereferral interventions in classrooms
    - ✓ Problem solving conferences with parents
    - ✓ Open access to school, district, and community support programs

- *Referral interventions for students & families with problems*
    - ✓ Screening, referrals, and follow-up – school-based, school-linked

- *Enhancing access to direct interventions for health, mental health, and economic assistance*
    - ✓ School-based, school-linked, and community-based programs

- *Follow-up assessment to check whether referrals and services are adequate and effective*

- *Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness*
    - ✓ School-based and linked, feeder family of schools, community-based programs

- *Enhancing stakeholder awareness of programs and services*

- *Involving community providers to fill gaps and augment school resources*

- *Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services*